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Vocational Guidance Bulletin

Published by the National Vocational Guidance Association.
Communications should be addressed to W. Carson Ryan, Jr.,
Secretary N. V. G. A., Bureau of Education, Washington, D. C.

Vol. I

APRIL, 1915

No. 1

The purpose of the Vocational Guidance Bulletin is to serve as a medium of communication. Members of the National Vocational Guidance Association are scattered over the country. The annual meeting, which is the only opportunity for direct interchange of ideas, reaches only a relatively small part of our membership. This Vocational Guidance Bulletin should help all of us to know what the other fellow is doing.

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The subject of vocational guidance is receiving liberal attention from the Committee on History and Social Studies of the N. E. A. Reorganization Commission. The modern teacher of history and civics knows the importance of teaching industrial relations and industrial opportunities to growing boys and girls; he finds need for a definite study of vocations.

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Rapid increase in the number of cities equipped with "vocational counselors" or "directors of vocational guidance" is a marked feature of the vocational movement. A partial list is given elsewhere in this issue of the bulletin.

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Mayor Spiegel, of Cincinnati, touched a responsive chord at the Department of Superintendence meeting when he yearned for some help in bringing to fruition the "delicate plant of vocational guidance." That Cincinnati, experienced far beyond most of us, is uncertain of herself, shows a wisdom that is encouraging. Beware of the man who is sure he knows all about vocational guidance.

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Deeply significant both of the newer social note and the spirit of modern woman was the address of Miss M. Edith Campbell at the Cincinnati meeting. Miss Campbell's message must have made many a superintendent realize, if he did not realize before, that the problem of vocations is a fundamental one, affecting vitally all girls as well as all boys.

TRADE SCHOLARSHIPS

New Haven, Conn., is trying competitive trade scholarships to help good men get into good trades. In this case painting and decorating is the trade benefitted. Through the generosity of E. M. Walsh a scholarship of the value of \$100 has been established, to assist boys in paying their expenses while at school. This amount represents approximately one-half what a boy would be able to earn were he at work in the usual occupations open to him during the period.

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VOCATIONAL GUIDANCE IN THE MAGAZINES

February and March periodicals have had a number of articles of special interest to workers in the vocational guidance field. In the Scientific American Supplement for March 13 (p 170) L. W. Dooley discusses "The Educational Scrap Heap and the Blind Alley Job: A vitally important economic and social problem." Dr. Cattell's new periodical, School and Society, has in the February 20 number Dr. David Spence Hill's article "The problem of vocational guidance in the South" (pp. 257-63). Supt. Wheatley's "vocational information" course at Middletown is carefully explained in School Review for March (175-80), under the title "Vocational information for pupils in a small city high school" (See below.) The bulletin of the National Association of Corporation Schools for March contains an article by Supt. Wirt on "What your child is best fitted to do" (pp. 9-14). Miss Anne S. Davis, of Chicago, gives a report of the Bureau of Vocational Supervision from April to October, in the Educational Bimonthly for February (p. 200-207); and in School Review for February

Frank V. Thompson discussed the relation of vocational guidance to continuation schools, work of the placement bureau of Boston, duties of the vocational counselor, etc.

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A COURSE IN VOCATIONAL INFORMATION IN A SMALL CITY

"The course in vocational information in the Middletown, Conn. High School is divided as follows," declares Supt. W. A. Wheatley in School Review for March. "The first is a careful consideration of the importance of vocational information, the characteristics of a good vocation, and how to study vocations; the second and main part is a detailed treatment of some 80 or 90 professions, trades, and life occupations grouped under agriculture, commercial occupations, railroad, civil service, manufacturing, machine and related trades, the engineering professions, the building trades, the learned professions and allied occupations, and miscellaneous and new openings; and the third and concluding part of the course is a practical, thorough-going discussion of choosing one's life-work, securing a position, and efficient work and its reward * * *

"In studying each of the vocations we touch upon its healthfulness, remuneration, value to society, and social standing, as well as upon the natural qualifications, general education, and special preparation necessary for success. Naturally, we investigate at first hand as many as possible of the vocations found in our city and vicinity. Each pupil is encouraged to bring from home first-hand, and, as far as practicable, inside facts concerning his father's occupation."

Some of the books Supt. Wheatley

declares he finds useful in his course are:

Reid, Whitelaw, and others. Careers for the coming man.

Wingate, Charles F. What shall our boys do for a living?

Fowler, Nathaniel C. Starting in life.

Boston. Vocation bureau. Vocational booklets.

High school teachers' association of New York City. Students' aid committee. Vocational booklets.

Hyde, William De Witt, ed. Vocations. 10 vols.

Lasalle and Wiley. Vocations for girls.

Weaver. Vocations for girls.

Perkins. Vocations for the trained woman.

Woman's educational and industrial union, Boston, Mass. Appointment bureau. Pamphlets.

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N. V. G. A. AT THE EXPOSITION

The program for the meeting of the National Vocational Guidance Association at Oakland this summer is in charge of Mr. Meyer Bloomfield, of Boston. Mr. Bloomfield will welcome suggestions. The 1915 meeting should be the best yet.

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RICHMOND PROCEEDINGS

Proceedings of the Richmond meeting of the National Vocational Guidance Association are now going through the press, and will soon be ready for mailing. It is a matter of gratification that the Association, by reason of its increased membership, is able to publish its own proceedings.

Members who have paid their 1915 dues will receive the proceedings without further ado. Those who have

not should get in touch with the treasurer at once, so that there may be no delay in forwarding the volume. Checks should be made payable to J. S. Hiatt, Treasurer, but may be forwarded through the Secretary. One dollar is so low an annual fee that it ought to be a joy to be relieved of it.

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VOCATIONAL GUIDANCE

OFFICIALS

The United States Bureau of Education at Washington has recently begun compiling classified lists of officers for vocational education, industrial training, manual training, practical arts, and vocational guidance. The following are a few of the officers reported under the latter classification, where the titles definitely include vocational guidance or placement:

Franklin V. Gill,
Secretary, Bureau of Vocational
Guidance,
Reading, Pa.

O. W. Burrows,
Director, Vocational Guidance,
Pittsburgh, Pa.

Karl Miller,
Director Vocational Guidance,
Salina, Kansas.

Olivia Pound,
Supervisor Vocational Guidance for
Girls,
Lincoln, Neb.

Miss Florence Hall,
Supervisor Vocational Guidance
and Placement,
Spokane, Wash.

L. W. Bartlett,
Vocational Advisor,
Pomona, Cal.

VOCATIONAL GUIDANCE BULLETIN

David H. Holbrook,
Director, Attendance and Vocational
Guidance Department,
Minneapolis, Minn.

Frances Ryan,
Vocational Counselor,
Solvay, N. Y.

R. L. Hamilton,
Industrial Education and Vocational
Guidance Director,
Sioux City, Iowa.

John C. Frazee,
Director Vocational Education and
Guidance,
Philadelphia, Pa.

Mrs. Anna L. Burdick,
Director, Vocational Guidance,
Des Moines, Iowa.

W. L. Hogen,
Director, Vocational Guidance for
Boys,
New Britain, Conn.

Miss Ruth Doolittle,
Director, Vocational Guidance for
Girls,
New Britain, Conn.

C. A. Marriott,
Vocational Counselor,
Ogden City, Utah.

Officers of the National Vocational Guidance Association

OFFICERS

President

Jesse B. Davis
Principal of the Central High School
Grand Rapids, Mich.

Vice-President

Anne S. Davis
Vocational Director
Chicago, Ill.

Secretary

*W. Carson Ryan, Jr.
Bureau of Education
Washington, D. C.

Treasurer

James S. Hiatt
Executive Chamber
Harrisburg, Pa.

* Vice M. Edith Campbell, resigned.

EXECUTIVE COUNCIL

Frank M. Leavitt
University of Chicago
Chicago, Ill.

Charles A. Prosser
Secretary of the National Society
for the Promotion of Industrial
Education
New York, N. Y.

Arthur W. Dunn
Bureau of Education
Washington, D. C.

Franklin B. Dyer
Superintendent of Schools
Boston, Mass.

Meyer Bloomfield
Director Vocation Bureau
Boston, Mass.

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Vol. I

JUNE, 1915

No. 3

PROGRAM FOR THE OAKLAND MEETING

The following is the tentative program for the summer meeting of the National Vocational Guidance Association at Oakland, Cal., August 17 and 18, 1915:

TUESDAY, AUGUST 17

10:00 A. M.

1. The General Problem-----President Jesse B. Davis
Leader in discussion: Arthur H. Chamberlain, Secretary
California State Teachers' Association
2. Vocational Guidance and the Library----Miss Harriet A. Wood
Portland, Oreg.
Discussion
3. Contributions to the Problem of Vocational Guidance.
Sociology: Dr. Jessica B. Peixotto, University of California.
Psychology: Dr. Lewis H. Terman, Stanford University.
Medicine: Dr. N. H. Bullock, San Jose, Cal.

2:00 P. M.

1. Vocational Guidance and the Grammar School, Charles L. Jacobs
San Jose, Cal.
Leader in discussion: Miss Cora E. Hampel, Oakland
Technical High School.
2. Vocational Guidance and the High School, Prin. Jesse B. Davis
Leaders in discussion: Mrs. Elsie J. Glover, San Francisco
Polytechnic High School; Miss Mary E. Murphy,
Elizabeth McCormick Memorial Fund, Chicago, Ill.

WEDNESDAY, AUGUST 18

10:00 A. M.

1. The Faculty Adviser and Vocational Guidance
George E. Marshall, Davenport, Iowa
2. Influence of Vocational Guidance on Juvenile Courts, Child
Labor Legislation, the Employer, and the School.
Meyer Bloomfield, Professor of Vocational Guidance,
Boston University.
3. Vocational Guidance Services of the Young Men's Christian
Associations
Mr. H. G. White, Secretary, Oakland Y. M. C. A.
Vocational Guidance Services of The Young Women's
Christian Associations

Program continued on next page.

Program—Continued

2:00 P. M.

1. Occupational Surveys-----Charles R. Richards, New York City
2. Missionary and Propaganda Work by the National Vocational Guidance Association. Frank M. Leavitt, University of Chicago
3. Question Box and General Discussion:
Leader, W. Carson Ryan, Jr.

Suggestions are invited. They should be sent to the Secretary, W. Carson Ryan, Jr., Bureau of Education, Washington, D. C.; to Mr. Meyer Bloomfield, Chairman of the General Committee; or to Supt. A. C. Barker, of Oakland, who is chairman of the local committee on arrangements. It is particularly important that members who hope to be at the Oakland meeting get in touch with the local Committee. California is vitally interested in the vocational guidance problem, and the local Committee is working strenuously to make this one of the liveliest meetings yet held by the Association.

VOCATIONAL AND

MORAL GUIDANCE

"The movement for vocational guidance is now in its beginning," declares Jesse B. Davis in his book, *Vocational and Moral Guidance* (Ginn and Company.)

"Each worker is attacking the problem from his own point of view. In fact, not all have yet agreed upon a definition of the term 'vocational guidance.' In preparing this manual the writer realizes that much of the work suggested is still in the experimental stage, and that his own ideas are in a process of constant transformation. These pages have been written solely with the idea that the suggestions made may be of help in starting others in the field of investigation and experiment, and with the hope that the ideals set forth may prove to be an inspiration to all readers who may be interested in the vocational and moral guidance of youth.

Mr. Davis points out that the transformation at present taking place in our educational system is big with possibility for the future generations, but he also reminds us that "the changes are being made in the interest, not of industry, nor of commerce,

nor of professional careers, but in the interest of the individual child, that he may become a self-supporting, contented worker, successful according to his ability, and useful as a loyal citizen in his community."

Of special practical value to the schoolmen are the various "contributions" from co-workers and friends which Mr. Davis has collected in Part II of his book. They are as follows: I. Mary Newell Eaton, "Teaching Vocational Guidance in the Seventh and Eighth Grades"; II. Martha E. Clay, "The Essentials of Character that make for Success in Life"; III. Anna E. Workman, "The World's Work—A Study of Vocations"; IV. Mary E. Murphy, "Choosing a Vocation"; V. Carrie R. Heaton, "Preparation for a Vocation and Vocational Ethics"; VI. Mrs. Cornelia S. Hulst, "Social and Civic Ethics from the Standpoint of the Chosen Vocation"; VII. Helen T. Woolley, "A Vocation Bureau's system of Card Indexes." VIII. "Application of Vocational Guidance to the Young Men's Christian Association"; IX. Mary E. Hall, "The Librarian's Part in Vocational Guidance"; X. "Civic and Vocational Organizations in the Public Schools."

PROFITABLE VOCATIONS

FOR BOYS

To provide "a brief summary of the available information relating to the conditions for admission to the principal gainful occupations, and to present in suggestive forms the methods by which the workers may advance themselves" is the stated object of "Profitable Vocations for Boys," by E. W. Weaver and J. Frank Byler. (A. S. Barnes Company, New York and Chicago.)

This book is admirably designed to assist the individual teacher in helping boys in the choice of an occupation. No one interested in vocational guidance can afford to be without it.

Before describing the 33 groups of occupations listed, the authors discuss the vocational guidance problem under the following suggestive heads: "The Inevitable Conflict"; "The Preliminary Survey"; "A Brief Self-Examination"; "Choosing an Employer"; "Finding the Opening"; "Getting Ahead"; "Scientific Management"; "Labor Laws and Labor Contracts"; and "From Fourteen to Sixteen."

The final chapter of the book lists by occupations a number of special schools in New York and Philadelphia.

A PLAN OF VOCATIONAL GUIDANCE FOR A SMALL CITY

(D. W. Horton in School Review for April.)

The organization of vocational guidance as carried out in the Mishawaka, Ind. High School includes the following steps:

1. A vocational survey of the city.
2. Differentiation of the high-school courses for vocational guidance purposes.
3. A collateral reading list on the vocations for use in the English department.
4. Frequent use of the assembly periods for talks on the vocations by men and women engaged in them.

5. Conferences with the members of the graduating class upon what they expect to do after leaving high school.

6. Talks to the eighth grade on the vocational value of the high-school courses.

7. Having students express their vocational expectancy and choice of course on their enrollment blanks.

8. A course on the vocations is offered for credit.

9. Placement of students in summer employment and in permanent employment after graduation or withdrawal.

EDUCATION, VOCATION, CULTURE

(Notes from an essay by Rabbi Emanuel Sternheim, Baton Rouge, La.)

Vocation is a great deal more than the opposite of idleness. It is labor educated to the highest purposes; namely, the care, the tender nurturing, of the family and the home.

In relation to the supreme importance of vocation, education should aim to bring back to the consciousness of our youth a sense of the dignity of labor, of whatever sort, and the brotherhood and mutual dependence of men in all their industrial relations.

The complete man must not be narrow in his sympathies or his interests. The chief purpose of all education should be to produce a well-balanced, fully developed mind; to bring every power to its best; to draw out the highest faculties; and yet leave no part entirely uncared for. This is the meaning of the much abused phrase, "general culture."

The value of a special life work is that it presents a subject that a man or woman is called upon to master. The bread and butter sciences, those by which men earn their living, do not deserve the sneers so common-

ly passed on them. If we see the true nobility of service, and are humbly desirous of finding a place to serve, all petty pride will pass from us. We shall gladly see the place for all kinds of work in every sphere of activity.

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RECENT ARTICLES AND STUDIES

Leonard, R. J. "A Study of the People of Indiana and Their Occupations for Purposes of Vocational Education." (Indiana University Bulletin, Vol. XII, No. 17. University Book Store, Bloomington, Ind. 50c)

Designed to furnish a fact basis for the consideration of vocational education and the development of vocational and industrial courses in Indiana. Pages 134-136 outline the content of proposed courses for the pre-vocational period for grammar and high schools, junior high schools, etc. based on occupational facts.

Lewis, Erwin E. "Work, Wages, and Schooling of Eight Hundred Iowa Boys." (State University of Iowa, University Extension Bulletin No. 9)

A careful study of boys from Des Moines and Sioux City, "in relation to problems of vocational guidance." Should be very helpful in clarifying opinion in Iowa on vocational guidance.

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Dean, Arthur D. "A Better Man and a Better Job". (Industrial-Arts Magazine, May, 1915.)

Argues that the problem facing our democracy is no longer "cultural versus Technical Training," but "Liberal and Vocational Training"; it is no longer "Wisdom through Leisure," but "knowledge through work." The job should fit the man. The educative process can have no other standard set before it than the making of better men and better jobs."

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Mitchell, H. Edwin. "Time-Articu-

lation between High School and College." (The School Review, April, 1915).

Shows that many boys who graduate from high school wait a year or more before going to college. "Vocational guidance during high school and college seems necessary, therefore, to the end that the student may become intelligent as to the demands of his chosen work and as to the necessity for early and continuous effort along right lines."

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Hackett, W. E. "A Survey of Manual and Industrial Training in the United States". (Public Schools, Reading, Pa.)

Gives list of cities reporting vocational bureaus.

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AT THE EXPOSITION

Conventions of the National Education Association and the International Congress of Education will assemble in Oakland's new \$1,000,000 Municipal Auditorium, August 16-28.

For those who are not familiar with the geography, be it said that Oakland is situated on the east shore of San Francisco Bay, thirty minutes from San Francisco.

Good rooms, it is announced, may be secured for a dollar a day and upward, and at greatly reduced rates by the month. Food is as cheap as in any city in the United States.

Teachers interested in Summer School work will find exceptional opportunities for study at the University of California at Berkeley, which is but 25 minutes ride by electric car from the business center of Oakland. A course in Vocational Guidance will be given in the Summer School by Prof. Meyer Bloomfield.

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The Departmental Congress on Vocational Education and Practical Arts will be held at Oakland August 28th. Members of the National Vocational Guidance Association are especially invited to attend this meeting.

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Vol. I

JULY—AUGUST

No. 4



AVE you noticed the Saturday Evening Post boy in your neighborhood? Watch him—he's probably a member of the "League of Curtis Salesmen." But whether you watch him or not the chances are he'll get you, for he's the product of definite, intelligent training in salesmanship. If you are interested in the way the Curtis Publishing Company is looking out for the future of some 50,000 boys at the age when vocational direction is most important, write to the Sales Division of the Company for "Salesmanship; A Vocation for Boys," and "What Shall I Do With My Boy,"—two human-interest pamphlets any school man will be the better for reading.

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In the last six months the Association has gained seventy members and lost two by resignation. The reason given by one of the two is so important in its bearing on the purpose of the Association that it is worth referring to here. He said: "There is a great work to be done in the field of vocational guidance, and much is being done, but it seems to me at the present time that an Association for this purpose, **which has not the financial backing of some well-established organization of manufacturers or employers of labor** will in the very nature of the case be so handicapped as to make impossible the doing of a constructive piece of work." This may be true enough, but is it a real test of the validity of an association like ours? With an organization of a thousand members, which we shall soon have, can we not support a monthly bulletin that will make up in pungency and timeliness what it may lack in size? Can we not publish our proceedings and possibly other leaflets? Can we not, in short, be a national source of information in the field of vocational guidance at a time when this particular kind of service is most needed? We may not be able to do any experimental work requiring a large outlay of money; on the other hand, just because we represent every shade of social and economic theory and owe no special allegiance either to employers or labor organizations, we should be in a stronger position to help give to the vocational guidance movement the welding together it needs.

Is not this a topic worthy of discussion at the Oakland meeting?

A SURVEY OF OPPORTUNITIES FOR VOCATIONAL EDUCATION IN AND NEAR PHILADELPHIA

Concrete information on vocational training in and near Philadelphia is presented in unusually accessible form in the "Survey of Opportunities" just issued by the Public Education Association of Philadelphia (Study No. 43. Price 25 cents.)

The book consists of a classified list of schools offering vocational education and scheduled information regarding these schools, presented under 3 heads: I. Industrial Education (pp.14-41); II. Commercial Education (pp.42-61); III. Professional Education (pp. 62-103.) Industrial education is classified into A. Mechanic Arts and Trades; B. Domestic Science and Art; C. Agriculture. Professional education is grouped into: A. Normal and Kindergarten Training; B. Medicine, Dentistry, Pharmacy, etc.; C. Law; D. Engineering and Chemistry; E. Music; F. Art and Architectural Drawing; G. Elocution and Oratory; H. Social Service and Religious Leadership; I. Ministry; J. Physical Training and Beauty Culture.

An alphabetical index of vocational subjects taught (Appendix A) makes the book still more usable; and there is also an alphabetical index of institutions. The volume shows throughout a desire on the part of those responsible for it to make it eminently useful. There are few studies in the field of vocational education and guidance that are so carefully arranged.

In the introductory statement Miss Harper, compiler of the bulletin, declares:

"The boy or girl (in Philadelphia) who has decided on his life work and is seeking further training to fit him

for it has a wide choice open before him, but the very breadth and variety of the opportunities complicates the problem the more for the child. Even if he needs no incentive to induce him to seek special training, the chances of his making a wise choice are small. It is to supply this needed information to the young people who wish to equip themselves for positions of responsibility and skill that this volume has been compiled, with the hope that it may be the means of inducing at least a few to take advantage of the opportunity at their looms.

"The volume is merely a preliminary survey, which in classifying the material at hand, both for the use of the prospective student and the scientific investigator, may be the means of saving much time and unnecessary labor, and may pave the way for a broader work in vocational guidance."

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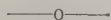
VOCATIONAL GUIDANCE IN THE ANNUAL REPORT OF THE COM- MISSIONER OF EDUCATION

The topic of vocational guidance in general and the National Vocational Guidance Association in particular receive extended mention in the Annual Report of the Commissioner of Education, several sections in Dr. Bawden's chapter on vocational education being given to it. In addition the general survey of the year (Chapter I), contains the following statement on vocational guidance:

"In the cities where investigations preparatory to the introduction of vocational training have been made attention has quite generally been paid to the problem of vocational guidance, and vocation bureaus have usually accompanied or followed the establishment of vocational courses. Philadelphia's new official is director of vocational education and guidance. Significant of the progress of the

movement is the taking over by the public schools in whole or in part of the function of vocational counseling. The present emphasis appears to be upon the fact that vocational guidance in public education is not a simple problem of analysis and placement, but involves consideration throughout the child's school life of the problem of future employment. According to a preliminary investigation recently made by the Bureau of Education about a hundred public high schools, representing some 40 cities, had definitely organized, conscious plans of vocational guidance in 1914, through vocation bureaus, consultation committees, vocation analysts, trial vocational courses, systematic visits to industrial plants, or regular courses in vocations. The National Vocational Guidance Association, growing out of the national conferences on vocational guidance which had been held since 1910, was formerly organized during the year."

Both Chapters I and XI, Volume 1, of the 1914 Report are available for free distribution as separate documents. Address the Commissioner of Education, Washington, D. C.



ENGLISH SELECTIONS

IN VOCATIONS

Book IV of the Maxwell-Johnston-Barnum series on "Speaking and Writing," recently issued, gives special attention to choice of vocation. It is designed for pupils in the sixth school year. "In that year," say the authors, "children should try to discover the kind of work for which they are fitted and the preparation which it requires. The study of occupations and of illustrious examples, and the search for aptitudes, possess a never-failing source of interest for speaking and writing."

Part I of Book Four is devoted to oral and written exercises founded on choosing a vocation.

"YOUTH, SCHOOL, AND VOCATION"

Meyer Bloomfield's writings on vocational guidance need no introduction. A pioneer in the field, his useful little book "The Vocational Guidance of Youth" (1911), in the Riverside monographs, has been an inspiration and a guide to many. His revision of this earlier work, published as "Youth, School, and Vocation," brings Dr. Bloomfield's statement of the case up to date, retaining the material that has become the traditional introduction to any study of the subject, and including additional material of direct utility in the practice of vocational guidance.

Chapter IV, on the organization of vocational guidance, is particularly practical in content and method. Chapters V and VI summarize carefully the author's first-hand information on the foreign work in this field. The "suggestive material" (pp. 177-267) shows schedules used by vocational bureaus and committees, specimens of vocational talks, etc. An excellent brief bibliography is appended.

In his introduction Prof. Suzzallo points out that Dr. Bloomfield's book will "help to overthrow that conception of school function which stresses the watchful selection of the few and the forgetful elimination of the many. It will substitute the new idea that the school is a distributive institution which aims to find for each his effective place in work and citizenship."

VOCATIONAL SERVICE

By Frank P. Goodwin, Woodward High School, Cincinnati, O.

In the early period of the vocational guidance movement, vocational information lacked organization. In fact, up to the present time, no well organized course of vocational information has been developed. In the past it has been advocated specifically for the purpose of assisting young people in the choice of a vocation; detailed vocational information has been given in regard to particular occupations, but generally without developing any social connections with school work or with life problems. There has been no general plan,—the information given has been almost entirely personal and vocational, and in a very small degree, if at all, civic and social in character. It has not fully accomplished the purpose for which it was intended, because its very detail has made it necessarily limited in extent. There has been no attempt to give that more extensive view of the vocational world which is desirable as a basis for judgment of vocational questions.

Detailed and scientific knowledge concerning the various vocations is needed in a much greater degree than we possess. But such complete information, more or less encyclopedic in character, is for the teacher to draw upon as occasion demands, rather than to be included in a course on vocations to be taught to children. For example, in a study of the shoe industry, it is enough that the child is given a general understanding of the conditions and opportunities in that industry. To give to him detailed information, except to a limited degree for purposes of illustration, about the

various processes, division of labor, wages of the various jobs, etc., will be of little value, because he lacks the experience necessary to interpret it, and because he has not reached that stage of maturity necessary for an appreciation of intensive knowledge.

In addition to its personal and occupational value, vocational information has a broader significance. It belongs to the social study group,—Geography, History, Civics—and should be correlated wherever possible with the other subjects of the group. Teachers generally appreciate this unity, but a conscious effort to bring about such correlation is necessary to emphasize the educational value of knowing about different kinds of occupations.

Vocational information related thus to geography, history and civics, has in itself a civic value, since it helps the child to understand his relations to his community. But equally as fundamental is the fact to be emphasized, that the first element of good citizenship is self support at some occupation useful to the community: the selection of a vocation is the first important step. A course in vocational information then has both a vocational and civic purpose, and is closely connected with the social studies established in the school curriculum.

The following is a brief outline of a suggested course:

Fifth Grade—

The occupations of men and women; development of occupational geography of the United States with reference both to the personal and social aspect.

(a) Occupation in the local community.

With what occupations are the children familiar? What are the

various occupations which the children of the parents follow? Have the children tell what they can about these occupations. What are some things which are characteristic of these occupations? How the people who follow each of these occupations benefit other members of the community.

- (b) Occupations in the various sections of the United States. What occupations with which the class is familiar are important in the life of (New England, or any other section of the United States)? What advantages has the country near Cincinnati for the conduct of those occupations; what disadvantages? In what respect does (farming, or any other occupation) in the country near Cincinnati differ from (farming) in New England)? Occupations of little importance or which are not pursued at all in southwestern Ohio which are of importance in (New England.) Why these occupations do not flourish in our section of the country; why in (New England)? The products of each of these occupations; the raw material each uses and where it comes from; Where it markets its products. How do people working at each occupation benefit the other members of the community? Training needed for each of these occupations. How the school may help. Make a study of the occupations of each section of the United States along the lines indicated by the above problems.

Sixth Grade—

Children and Work.

- (a) Why some children leave school before having completed the eighth grade; before having completed the high school.
- (b) Occupations which children enter who leave the elementary school to go to work. Why they enter these particular occupations. Opportunities for the advancement of children in these occupations. Chances for becoming a skilled workman. Disadvantages in each.
- (c) The difference between skilled and unskilled labor in pay, in development, in joy of doing work, in service of others.
- (d) How the school may help prepare boys and girls for skilled occupations. The vocational value of the various academic studies; of manual work. Schools and courses which Cincinnati offers to help boys and girls prepare for work.
- (e) Compulsory education and child labor laws. Why boys are compelled to go to school until they are 15 years of age and girls until they are 16. Why boys must secure work certificates until they are 16 and girls until they are 18. What the State does to protect children from injurious occupations. How child labor affects the child's mental development, his health, his earning power, his enjoyment of life.
- (f) Habits and traits of character necessary for success in any vocation. How the school may help to develop them. The kind of a boy or a girl an employer wants. Attitude which the worker should have toward his employer and toward his job.

Seventh Grade—

Vocational Life.

- (a) Agriculture. How the city and the country are each dependent upon the other. The advantages of agriculture as a vocation. The opportunities for the small farmer. Large scale farming. How scientific agriculture is increasing the food supply. The development of agricultural education and why it is needed.
- (b) The Mechanic Arts.
- (1) The grades of industrial occupations; unskilled, low skilled, high skilled. Give examples of each. How each grade influences the worker. The chances for advancement in the school helps to train for industrial life.
- (2) Cincinnati's industrial life. How location and natural resources have contributed to the city's development. The development of Cincinnati's commerce and industry during the flat boat period;

during the steamboat period; since the Civil War. Why Cincinnati is a great manufacturing center. The chief manufactured products; sources of raw material and market. The character of Cincinnati workers and how they may be improved.

- (3) Make an outline study of a mill, shop, or factory and make a study of a single industry based upon this outline.

(c) Home-making.

Why the question of home-making is of importance to every person. The relation of the family to the community. Why good home conditions are of importance to the community. Conditions which make good family life. The double vocational preparation of the girl and why it is desirable. How the school may help in the training of both boys and girls for home-making.

Eighth Grade—

Vocational Life.

- (a) Commercial Occupations. Salesmanship,—in department stores; in manufacturing houses, in wholesale houses. Office service. Business management. Characteristics required for success in each of these occupations. Preparation needed and where to get it. Make a study of a department store or other mercantile house.

(b) The Professions.

- (1) The old professions; Law, Medicine, the Ministry, Journalism, Teaching.
- (2) The new professions; Engineering, Social Service, etc. Who should enter the professions; characteristics and preparation needed for each.

A useful list of short unit courses is given in Bulletin 159 of the Bureau of Labor Statistics, recently issued.

JUVENILE JOBS DO NOT TRAIN THE WORKER

Since machines can do many a child's job, it is evident that the work does not develop intelligence and can not give a child any trade knowledge. Emphatic evidence upon this point is furnished by the New York, Chicago, and Philadelphia surveys of work in which children engage. In 314 out of 406 positions open to children investigated in New York there was absolutely no training, and 76 per cent of these were in the 20 largest child-employing industries in the city. "The vast majority of children who leave school enter low-grade industries, untrained, unguided, unguarded, where they average between \$4 and \$4.50 a week; where they jump from job to job, with consequent loss to industry and themselves."—The High Cost of Child Labor (Bulletin of the National Child Labor Committee.)

—o—

"The girls have practically no choice in the matter of occupations. Only 14 per cent of the girls said they had had any choice. Some chose their job because it was near home, because their friends were there, or something of that sort. Most of them, apparently, chose it because the job was there. Under these circumstances it is not astonishing that the work, mechanical in itself, is done in a mechanical way. There is on record the case of a girl who had worked six years in a tin mill, but who had no idea what the tops she was making were for. What interest had she in her job? And what choice had she exercised in taking that particular job?"—From Helen C. Dwight's "Girls at work and why they work," Child Labor Bulletin, February, 1915. (A review of Miss Atherton's Study of Wilkesbarre, Pa.)

TITLES OF RECENT BOOKS AND ARTICLES DEALING WITH VOCATIONAL GUIDANCE

BOOKS

Bloomfield, Meyer. Youth, School, and Vocation. (Houghton Mifflin Company.)

Davis, Jesse B. Vocational and Moral Guidance. (Ginn and Company.)

Weaver, E. W., and Byler, J. Frank. Profitable Vocation for Boys. (A. S. Barnes Company.)

PAMPHLETS AND REPORTS

Hackett, W. E. A Survey of Manual and Industrial Training in the United States. (Public Schools, Reading, Pa.)

Leonard, R. J. A Study of the People of Indiana and Their Occupations for Purposes of Vocational Education. (Indiana University Bulletin, Vol. XII, No. 17.)

Lewis, Erwin E. Work, Wages, and Schooling of Eight Hundred Iowa Boys. (State University of Iowa, University Extension Bulletin No. 9.)

National Vocational Guidance Association, Proceedings, Richmond, 1914. (Published by the Association. Address Secretary, N. V. G. A. Bureau of Education, Washington, D. C.)

Public Education Association of Philadelphia. A Survey of Opportunities for Vocational Education in and near Philadelphia.

Reed, Anna Y. Seattle Children in School and Industry. (Public Schools, Seattle, Wash.)

ARTICLES IN PERIODICALS

Dean, Arthur D. A Better Man and a Better Job. (Industrial-Arts Magazine, May, 1915.)

Davis, Anne S. Work of the Chicago Bureau of Vocational Supervision. (Educational Bimonthly, February, 1915.)

Hill, David Spence. The Problem of Vocational Guidance in the South. (School and Society, Feb. 20, 1915.)

Horton, D. W. A Plan of Vocational Guidance in a Small City. (School Review, April, 1915.)

Thompson, F. V. Vocational Guidance and the Continuation School. (School Review, February, 1915.)

Wheatley, W. A. Vocational Information for Pupils in a Small City High School. (School Review, March, 1915.)

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**HOW TO JOIN THE NATIONAL VOCATIONAL GUIDANCE
ASSOCIATION**

The National Vocational Guidance Association cordially invites teachers, school officers, vocational counsellors, vocation bureaus and all other individuals or organizations interested in the problems of vocational guidance to become members. Three classes of membership are maintained:

ACTIVE, \$1 SUSTAINING, \$5 ORGANIZATION, \$5

Active members have a vote in determining the policy of the Association; they receive the printed proceedings of the annual meeting and other literature distributed by the Association from time to time, and they receive regularly the Vocational Guidance Bulletin, issued monthly.

If you are not a member and wish to enroll, kindly fill the blank below and mail it to the Secretary of the Association, enclosing the amount of the annual dues.

W. Carson Ryan, Jr.,
Secretary, N. V. G. A.,

Bureau of Education, Washington, D. C. :—

I enclose \$----- for membership dues in the **National Vocational Guidance Association** for 1915. Please see that I receive all literature issued by the Association.

Name-----

P. O. Address-----

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(Make checks payable to James S. Hiatt, Treasurer)

Vocational Guidance Bulletin

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Vol. I

SEPTEMBER-OCTOBER

No. 5

CALIFORNIA is alive on vocational guidance. No meetings in the entire Congress were better attended than the sessions of the National Vocational Guidance Association; few were as well attended.

Oakland proved an ideal meeting place. An unusual amount of local interest, an excellent auditorium, and a surpassingly good program made the meeting successful beyond all expectations.

There is now a State Vocational Guidance Association in California with four sections similar to those of the State Educational Association. The movement is a vigorous one, and will be heard from.

A number of interesting statements of experiments in vocational guidance, together with some of the customary references to current articles, are crowded out of this issue of the Bulletin to make room for a summary of the Oakland meeting. They will appear later.

"Readings in Vocational Guidance," (by Meyer Bloomfield) just issued by Ginn & Co., will prove invaluable to the vocational guidance movement. It is practically a library of the subject to date.

Vocational aim as a problem affecting all education was the leading note of the Oakland meeting.

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THE OAKLAND MEETING

(Later issues of the Bulletin will contain additional material on the meeting. Not all the papers were in the hands of the secretary when the following statement was prepared, and it is hoped to give some of the papers more in detail.)

TUESDAY, AUGUST 17th

The Association began its sessions Tuesday morning, August 17, in the Y. W. C. A. Auditorium, with a discussion of the "General Problem of Vocational Guidance." President Jesse B. Davis called attention in his opening address to the fact that for the first time in the history of the vocational guidance movement the organization of vocational guidance workers was meeting as an independent entity, detached from any other organization. He urged a broad interpretation of vocational guidance:

"Wherever boys or girls, men or women, are seeking to find themselves and to prepare themselves for that field of human service in which they can be most truly successful—there is need of more systematic vocational guidance. Whether it be the street urchin plying his trade or the factory-child tending his machine, whether it be the untrained young man or young woman drifting about from job to job, or whether it be the child selecting his course of study or the youth choosing his career or professional school—the need of each and all is for proper guidance in taking each important step in the process of education as it presents itself for decision...The problem is to provide the means by which we can adapt our system of education to these needs so that it will be a continual process of adjustment to the vocational outlook of the individual in preparing himself for the life work for which he may be best fitted by nature and by training."

President Davis then introduced Arthur H. Chamberlain, secretary of the California State Teachers Association. Mr. Chamberlain took up the general problem from the standpoint of the teacher. Teachers themselves

were in special need of vocational guidance, he thought. In any event, the important thing, he declared, is not mere vocational guidance, not mere placement, but adjustment all along the line—adjustment of the school to real life conditions.

"If we, as teachers can bring the right spirit into the school; if we can get together; if we can quit teaching subjects and begin teaching boys and girls, we will get somewhere in vocational guidance."

Mr. Luther Parker, for many years with the Philippine Bureau of Education at Manila, explained the system of education in the Philippines as worked out in the past few years. He showed how the entire system involved a carefully worked out plan of vocational guidance, whereby boys and girls were given vocational experience and civic information as early as possible in the school course, before they were eliminated from school.

A paper on "Vocational Guidance and the Library," by Miss Gladys Smith, of Portland, Oreg., (read by Miss Woods, also of Portland), presented effectively the library both as cooperating with the public school and as an independent agency in vocational guidance. Miss Smith described how the work was actually done in Portland.

The respective contributions of sociology and psychology to vocational guidance were discussed by Dr. Jessica B. Peixotto, of the University of California, and Prof. Lewis W. Terman, of Stanford University. From her rich experience and wide reading Dr. Peixotto showed how the social economist had led the way in vocational guidance—by furnishing the facts on which to build; by teaching that there is no work that is not respectable except work that is itself degrading; by demonstrating that democracy must count the cost in human life and accept no commodity the production of which involves a human cost too high.

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Dr. Terman pointed out that psychology had as yet contributed comparatively little to vocational guidance, notwithstanding the evident widespread interest in the subject. No sets of tests have been devised that will tell what a given number of individuals are fitted for. Such investigations as had been made had in view the testing of special talents for certain types of work, though recent investigations have shown that the most important thing that needed to be tested was **general mental ability**, rather than special talents. He spoke of recent experiments with exceptionally bright children, which seemed to show that contrary to general impression those successful in one subject were equally so in others.

AFTERNOON SESSION

At the afternoon session, which was presided over by Mr. H. D. Brasefield, of Oakland, in the absence of Prof. Meyer Bloomfield, of Boston, who was ill, the problem of vocational guidance was taken up with particular reference to the grammar school and to the high school. Miss Anna L. Burdick described interestingly her work as vocational director in Des Moines, Iowa, where she has had pupils make for themselves careful investigations of conditions in the occupations. Mr. Tracey R. Kelly, of the University Farm School, Davis, Cal., discussed the possibilities of interesting boys in agriculture as a vocation, with special reference to the work which the State School at Davis had to offer.

Speaking on vocational guidance for high schools, Dr. Charles L. Jacobs, of San Jose, Cal., pointed out that whereas other institutions were doing **corrective** work in vocational guidance, the high school should be doing **preventive** work. Vocational enlightenment, individual analysis, and the making of vocational recommendations were the phases considered by the speaker.

Speaking also to the high school side of the problem, President Jesse B. Davis showed what had been attempted in Grand Rapids, and explained how the intermediate or junior high school would lead to a system of vocational guidance by giving children an insight into various types of prevocational work and eventually make it possible for them to choose intelligently what they wished to do. He emphasized particularly the vocationalizing of the curriculum, showing how all subjects can be given a vocational bent.

Mrs. Elsie J. Grover, of the Polytechnic High School, San Francisco, described the plan in her school. She said:

"A course in vocational guidance in the high school resolves itself in the beginning into one in educational guidance. The first essential in the high school is the adjustment of the pupil to the school itself; the opening of his eyes to the fundamental ideas behind the course of study, his amalgamation into the social life of the school, and the development within him of a belief in the school and its aims and purposes. [The minds of pupils are directed to the value of a high school education in their after life."

Miss Mary E. Murphey, of the Elizabeth McCormick Memorial Fund, Chicago, described how a system of vocational guidance as a part of the educational process of a high school can be incorporated into the course in English. She said:

"In the English courses, where emphasis is placed upon written and oral expression, the practical subjects offered by the vocational guidance work are of great value. Besides, in nearly all high schools every pupil studies English three, usually four years, so that it is possible to develop in this time a real system of vocational guidance."

Miss Murphy also emphasized the vitalizing influence vocational guidance work would have upon teachers.

WEDNESDAY, AUGUST 18th

A. Lincoln Filene, of Boston, presided at the Wednesday morning session. W. Carson Ryan, Jr., of the U. S. Bureau of Education described the growth of the vocational guidance movement. He summed up recent progress as follows:

(1) **The preliminary work has been done.** The question is no longer as to whether there shall be vocational guidance, but how.

(2) **A permanent literature of vocational guidance is developing.** There have been at least three important books of the movement during the past year, not to mention the special attention given the subject in Government reports, in surveys, both educational and industrial; and the constantly increasing number of articles appearing in periodicals.

(3) **Trained workers are being developed.** University departments of education are preparing vocational counsellors, and teachers already in service are receiving special training for vocational guidance work.

(4) **There is a measurable increase in the amount of vocational guidance done.** There are more and better vocation bureaus; there are more communities where some kind of vocational direction is available either through vocational directors, the library, Y. M. C. A. and Y. W. C. A., boys clubs, committees of teachers or other agencies; and there are more schools where the problem of vocational aim is given serious consideration.

(5) **There is a visible improvement in the methods of vocational guidance.** Questionnaires and schedules for use in vocational guidance are more intelligent and practical than they were.

(6) **More and more vocational guidance is felt to be the function of the school.** The vocational aim is permeating all education. The "six and six" plan of school organization, for example, which is destined to revolutionize the American school system, is essentially a plan of vocational guidance.

The work of the Y. M. C. A. in occupational guidance was described by

Mr. J. Gustav White, of San Francisco. Distinguishing between the general vocational guidance of the schools and the special occupational guidance of the Association, he pointed out that the Y. M. C. A. began its service where the school and home left off. Miss J. T. Lee, of the Exposition Y. W. C. A., cited a series of "cases" that had come under her observation at the Exposition to show the urgent need of vocational guidance among girls. Mr. C. J. Atkinson, of the Boys Club Federation, New York City, told how, in the 115 Clubs in the Federation, ranging from a few hundred members to several thousand, there were 91 with industrial courses which were used as a means of vocational guidance. Through them the boy readily worked into the occupation he liked best. Investigation showed, he said, that the occupations thus selected in the industrial course have in practically all cases been a permanent selection—the boys were actually doing the kind of work they had tried out at the Boys Club.

Miss Jamme, of the California Bureau of Nursing Education, explained how the vocation of nursing was presented to girls in the high schools.

At the close of the session the chairman, Mr. Filene, summarized the discussion and presented his view as that of a practical business man. He emphasized among other things the importance of an enlightened type of employment manager in any plan of vocational guidance, and urged mutual study by school men and business men of the problems of school and employment.

The afternoon session on Wednesday was in the main a discussion meeting. Following an address by Mr. W. A. Tenny, of Oakland, which reviewed the vocational problem as observed by a high school man of many years experience, the meeting was thrown open for discussion of various questions that had been presented. Among the questions discussed were the fol-

lowing: What should be the first step to take in a community where nothing had as yet been done in vocational guidance work? To what extent can the "shifting" process be allowed for in a plan of vocational guidance? In what respect does the Grand Rapids plan differ from the work in other cities? Just what is the "six-and-six" plan, and what has it to do with vocational guidance? What have been the results of the Richmond, Va. survey with special reference to vocational guidance? What is the most immediate work that the National Vocational Guidance Association can do to help its members?

NATIONAL ASSOCIATION OF CORPORATION SCHOOLS

Considerable attention was given to problems of vocational guidance at the meeting of the National Association of Corporation Schools, held at Worcester, Mass., in June. A report on the subject prepared by a special committee, of which Prof. H. C. Metcalf was chairman, was vigorously discussed, and "Industrial Education," the convention daily of the Worcester meeting, contained a number of interesting opinions. Those who discussed the report included: Albert C. Vinak, of the American Telephone and Telegraph Company; E. W. Hopkins, of the Curtis Publishing Company; John McLeod, of the Carnegie Steel Company; J. E. Banks, of the American Bridge Company; Lillian Meyncke, of the Riker-Kumler Company, Dayton, Ohio; Edward B. Saunders, of the Simonds Manufacturing Company, Fitchburg, Mass.; and C. R. Mann, of the Carnegie Foundation.

Mankato, Minn., has recently had an interesting report on vocational guidance, prepared by a committee of teachers appointed by the Superintendent of schools. If space allows more details will be given in the November bulletin.

REPORT OF THE

CLEVELAND COMMITTEE

The Committee on Vocational Guidance in Cleveland has recently rendered a report to the director of the Cleveland Survey. The Committee consists of: George S. Addams, C. C. Arbuthnot, Myrta L. Jones, F. C. Osborn, J. M. Telleen, Solomon Weimer and Robert E. Lewis. (Chairman.)

After describing the origin of the investigation, the methods of seeking information, and the Committee's efforts in behalf of placement work in the city of Cleveland, the report gives attention to the "organization of Vocational Guidance through the School System." Sections from this part of the report are as follows:

"This Committee feels that, no matter how much emphasis may be placed upon the opportunity of the municipality for vocational guidance, fully as great emphasis should be placed in practical and enlarging ways upon the opportunity which is presented to the Schools of Cleveland and their administration to instruct and guide vocationally the school children. We hope the survey upon which you are engaged will indicate what point of view and organization is necessary at the school headquarters and in the schools themselves to provide for all boys and girls both before and when they take out their work certificates. What practical plans should be followed for pupils in the upper grades and in the High Schools of Cleveland in order to prevent the large amount of human wastage caused by occupational drift, misfit and haphazard selection which is likely to prevail where no adequate plan of vocational guidance is in operation?

"Several of the High Schools conduct placement bureaus for their pupils.

"The East Technical High School is conducted upon the 'Home-Room Plan' which brings 68 teachers under the direction of the Assistant Principal into active cooperation with the student body, and they are strategically related for an efficient vocational

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guidance plan. The placement phase is quite thoroughly organized. 'From July 1, 1913 to July 1, 1914 we placed pupils where the first year's pay at the initial wage totaled \$52,000,' is the statement of the Assistant Principal.

"The High School of Commerce has an 'Employment Department' under the direction of a committee with the Assistant Principal as Chairman, but has no organized vocational guidance work with the exception of placement. The Principal believes that 'A Bureau of Vocational Guidance should be a permanent adjunct at School Headquarters and such a Committee ought to confer with all students in the Eighth Grade who are expecting to enter some High School and give them valuable advice as to their future career and, incidentally, which school furnishes the most practical preparation for the occupation which they have elected to pursue.'

"Principal Cully of the Glenville High School has organized a teachers' committee on vocational guidance. Meetings of the committee are held bi-weekly. There is a sub-chairman for each of the eight divisions of the High School. 'Each one of the 18 session-room teachers makes a somewhat careful study and holds conference with the individual pupils of her own session-room. She reports to the chairman of the different grades and the chairman reports in turn to the general committee. We hope in this way to reach every student with one or more conferences. Our English classes at the instance of the head of the department have been writing themes upon the different phases of this subject.' By using the students' clubs; by adding vocational guidance books to the library, and by addresses from members of the Vocational Guidance Committee, Principal Cully is attempting to stimulate intelligently the vocational ideal of his students. The school has done very little in placement work.

"It is the opinion of this Committee that counsel and cooperation are needed not only by the pupils who plan to go into high school, but by

those who do not, and we recommend that a vocational bureau, established at the school headquarters, should make a comprehensive occupational study and give vocational information in cooperation with the schools of all types from the eighth grade up, in order to unify, harmonize, provide a clearing house and prevent duplication in the placement work of the schools, and in order to prepare intelligently pupils for occupational selection.

"We believe there is much earnestness on the part of many teachers, principals and officers in the schools of Cleveland to grapple with the problem of occupational conservation of our school children if practical plans are put in operation."

The Committee also refers to the possibility of cooperation with the psychological department of Western Reserve University.

VOCATIONAL GUIDANCE BY THE UNITED HEBREW CHARITIES

For some time the United Hebrew Charities of New York City has been considering the establishment of a Vocational Guidance Bureau for the children of families under its care. A report of a preliminary study of certain of these children has been sent out. "As ultimately the number of children that will come under the Committee's scope will be several hundred to a thousand," writes Mr. Henry J. Eckstein, "we realize the importance of starting out in the right way." Vocational guidance workers have been invited to make suggestions. (The Secretary's address is 356 Second Avenue, New York City.) The preliminary draft is, in part, as follows:

Preliminary Draft of the Report of the Committee on Vocational Guidance of the United Hebrew Charities

"The fact that the children in whom the United Hebrew Charities are interested are members of dependent families, who are in urgent need of

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their earnings, makes it all the more essential that they be prevented from drifting into industry with no guidance excepting the maximum immediate return as their goal.

"What to do for such children, however, has been the subject of earnest consideration. A study of the status of the vocational guidance movement has shown that there are, at present, no adequate and reliable tests whereby children can be scientifically counselled in their choice of a vocation, none at least that can be applied in a short time either immediately or shortly before they are to start their industrial life."

"We found that a great many very interesting and valuable experiments and investigations in vocational guidance were being conducted, but none of them had reached that stage which would warrant the United Hebrew Charities adopting it as its plan of action. The more the subject was considered, the more it appeared that in order to be of really valuable service to such children, they would have to be given the opportunity of pursuing some course in vocational training, facilities for which, unfortunately, are not available to any appreciable extent. * * * (Still it seemed that something could and should be done for those children who were now at the point of entering industry.

"In order therefore, to ascertain just how much could be accomplished by an investigation of the probable vocational aptitudes of such children, it was concluded that a study be made of some of the children under our care between the ages of 11 and 15. A very large majority of the children, so far studied, are between the ages of 12 and 14.

"The procedure commences with a study of the child himself, through an interview, to ascertain what plans or ambitions he may have. Then a visit to the home is made in order to get its background, and the parents are consulted to find out what plans they may have for their child's future, and how great the necessity of the child's earning might be. Then the school authorities are consulted, especially the teachers, to learn

whether any particular aptitude had been demonstrated by the child in his class work and to secure the impression the child has made upon those with whom he came in contact in his school work.

"Finally, all institutions and social agencies of any kind, who might have been in touch with the child, are consulted; and then acquaintances and even, in some instances, the child's own playmates. In every instance the child is thoroughly examined by a physician, unless a reliable and recent medical report is available. Often, and whenever necessary the child, and sometimes the parents are interviewed more than once.

"The first thirty eight cases completed show the following:

A. Ready for work	1
B. Continue at present school	4
C. Recommended for vocational school	9
D. Recommended for Gary school	24
Total	38

"A—One child is ready for work, in that he is of proper age and showed an unusual determination to learn the electrical trade, and consequently a position with the Edison Company, who have an adequate school for apprentices, is being sought.

"B—Four seem suited to continue in academic work, with a view either to a commercial high school training or possibly a teacher's career.

"C—Nine were recommended for a vocational school, three of whom seem adapted to a definite trade, whereas six are to be tried out at two or more trades, for all of which the child expressed a preference.

"D—Twenty-four showed either no definite aptitude whatsoever, or a very great wavering between two conflicting vocations, such as sewing and stenography for example, and it was recommended that we attempt to enter these in some school at present being operated on the Gary plan.

"Three of the twenty-four, furthermore seemed determined on a certain trade, but the Committee felt the need of testing the correctness of the expressed desire because of

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the lack of a satisfactory basis for the child's preference.

"Abstractly, the investigation shows, so far as the few cases completed allow of any inferences, that even a most exhaustive examination of the character, ability and tendencies of the child and his environment, will not enable even an expert to help the child choose a vocation. A pre-vocational period is required, when the child will have an opportunity to test out his various aptitudes, (during which an expert shall closely observe the tendencies manifested) in a school combining vocational and academic curricula, and, at the same time, the child shall be individually studied as to his home, family, physical condition and personal psychology.

"Any adequate school system should, of course, furnish opportunities to develop vocational aptitudes, as well as properly trained officials to watch the child's development. Until, however, the latter is effected, it would seem advisable for the United Hebrew Charities to establish a Bureau of Vocational Guidance or Child Welfare to pursue such a program, bringing the children under its care into contact with the proper facilities (so far as they exist) and keeping them out of industry until they are prepared for it."

RECENT PUBLICATIONS

Bate, W. G.—"Vocational Guidance in a Small City." *American School Board Journal*, August, 1915.

Metcalf, H. C.—"Vocational Guidance in the Colleges." *Industrial Education* (Convention Daily of the National Association of Corporation Schools, published by Norton Companies and American Steel and Wire Company, Worcester, Mass.) June 10, 1915, p. 1. See also, in the same issue, p. 4-5 "Some Interesting discussions of Report on Vocational Guidance"; also p. 8.

Cutter, U. Waldo—"The Field and the Force of Vocational Guidance." *Industrial Education*, June 11, 1915, p. 15. (see above)

Miner, J. B.—"A Vocational Census of College Students." *Educational Review*, September 1915, p. 144-165. Contains interesting data on choice of occupations by college men and women.

Lewis, E. E.—"The Aims of Vocational Guidance." *Midland Schools*, September 1915.

Keople, Raymond C.—"Machine Industry." *Bulletin No. 1, Vocations for Rochester Boys and Girls*. Issued by the Department of Public Instruction.

Cincinnati Public Schools.—"Civic and Vocational Service, 1915-16." An outline for the study of civic and vocational service for fifth, sixth, seventh, and eighth grades.

Vocational Guidance Bulletin

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Vol. I

NOVEMBER

No. 6

Vocation Bureau of

Kansas City, Kansas

"That the years of adolescence may be used more advantageously and that the evils prevalent in every city may be counteracted," the Board of Education of Kansas City, Kans. has established a Vocation Bureau. According to an attractive pamphlet issued by I. B. Morgan, principal of the continuation schools, the Bureau directs its efforts as follows:

1. To furnish to young men and women information concerning the industries of Greater Kansas City.
2. To lead young persons to study themselves and the different vocations.
3. To assist them in selecting the vocations for which they are best fitted by nature.
4. To direct their studies so that they can better prepare themselves for their chosen vocation.
5. To keep them in school, if possible, until they are fully equipped for life's work.
6. To avoid great waste of human effort, owing to misfits and inefficiency.
7. To secure the co-operation of the home, the church, the school, and all other uplifting organizations and instrumentalities, to solve with the young man or the young woman the occupational problem.
8. To bring to the young men and young women the ideas of business men concerning the characteristics and qualifications essential to success.
9. To assist worthy and efficient young men and young women to secure the positions for which they are best qualified.

Prevocational Education

"Prevocational Education," by Frank Leavitt and Edith Brown, (Houghton Mifflin Company) is a definite contribution to educational literature of the practical, usable type. Besides a clarifying discussion of what is meant by prevocational education, the book contains concrete suggestions on subject matter and method for the subjects taught in prevocational classes: Physiology and hygiene; history; science; English; mathematics; shopwork and drawing. Teachers who are seeking to put modern theories into practice will appreciate what Prof. Leavitt and Miss Brown have done.

In discussing the purpose of prevocational education, the authors state: "Prevocational work is intended to be as cultural and as inspirational as any of the regular school work for the children to whom it is given, but it is more valuable than the regular work as a preparation for the subsequent occupational experiences of these children, most of whom enter 'vocations' at an early age, and it is a better and more attractive preparation for the vocational courses higher up than is the regular course for which it is substituted."

Vocational Guidance

at Wisconsin

Every year for four years the women students of the University of Wisconsin have had a three days vocational conference. At the same time, through the Office of the Dean of Women, a

card catalogue of Wisconsin alumnae engaged in occupations other than teaching has been kept and to the names on the list a questionnaire was sent calling for information about opportunities, preparation, qualification, salaries, etc. Much valuable information came as a result of this inquiry.

This year guidance is progressing somewhat differently. In explaining the work Miss Martha Mason, who is the vocational adviser of women, says:

"I am trying to collect all the literature that would seem to be useful for the college woman who is considering what occupation she wishes to enter upon. This is very meagre, and consists largely of pamphlets, bulletins and catalogues of institutions where special preparation can be obtained. A student committee is working with me, of which one member has charge of finances—for there is no appropriation from the university for this work; another, who is also on the staff of the college paper, looks after publicity, and still others assist in the office to help inquirers to find information. I myself am in the office an hour every morning to see anybody who wants advice and am ready at other times to see students by appointment.

"For definite advice leading to placement, we are depending upon Miss Helen Bennett of the Chicago Collegiate Bureau of Occupations, who is to spend two days with us early in December and two days again in March."

Vocational Guidance in Worcester Polytechnic Institute

(By Prof. Z. W. Coombs.)

We are trying to work out the problem of Vocational Guidance in the Worcester Polytechnic Institute. This is an engineering school, of college grade, but we realize that not all students who come here will make good engineers. The courses in Freshman year are practically identical for all students. There is a course in Elementary Chemistry, one in woodwork, one in Mechanical and one in Free Hand Drawing, besides the mathematics, French or German and English. Many students find from their woodwork, or

drawing, or mathematics, that they are not intended to be engineers. Many others, who have had no idea of entering engineering, being persuaded that they will make better chemists, find chemistry distasteful, and often develop strong inclinations toward some line of engineering. But there are always many in each entering class who soon find out that they are in the wrong school. This conclusion they reach in many ways, and it is often brought home to them by some instructor. But we try always to turn such apparent "misfits" into one of our own courses, feeling that the transfer to some other institution can not be made without distinct loss. In some cases, however, we see plainly that the struggling student is wasting his time and energy; in such cases we recommend some other institution which, in our opinion, is better adapted to the ability and tendencies displayed in our class rooms. I have sent scores of students away for these reasons, and I have had the great majority of them succeed in their new environment, some in a marked degree.

Finally we have the students who learn, often after two or three years of work with us, that they can never graduate with us or anywhere else. These are frequently pathetic cases, but in many instances, my colleagues and I place them where they do well in after life.

Of course, for those who graduate with us, we are constantly seeking the line of best development and promise.

Placement Work for Women and Girls

Miss Louise C. Odencrantz reports informally on the work of the Committee on Placement of Girls for the Vocational Guidance Association of New York in the November issue of *Manual Training and Vocational Education*. Miss Odencrantz notes that 62 organizations were found to be doing some sort of placement work for women and girls, 46 merely in an incidental way; 16 either as a primary object, or in a more or less systematic way. The 46 organizations doing incidental work included: 20 settlements and clubs; 11

churches and missions; 4 sisterhoods and deaconesses' homes; 4 homes for working girls; 3 relief societies; a day nursery, an orphan asylum, a public high school, and one other organization.

The following is the list of 16 organizations which concern themselves directly with placement work:

- Free Employment Agency for the Handicapped of the Jewish Community (placing men chiefly.)
- Committee of the National League on Urban Condition among Negroes.
- Casa Maria—Catholic Spanish Settlement house for working girls.
- Manhattan Trade School (for students from the school only.)
- Washington Irving High School (for students only.)
- Employment Directory of the Fellowship House of The Hebrew Sheltering Guardian (for after care of orphans.)
- Salvation Army Labor Bureau (for men chiefly.)
- Young Women's Hebrew Association Bureau.
- Young Women's Christian Association Bureau and West Side Branch.
- Emanuel Sisterhood of Personal Service.
- Church Mission of Help (dealing chiefly with delinquents.)
- Labor Bureau for Unemployed of Faith Mission of Collegiate Dutch Reformed Church.
- Hudson Guild Employment Bureau.
- Welcome House (Hebrew.)
- Alliance Employment Bureau.
- Girls' Protective League.

Under "Results of the Inquiry" Miss Odencrantz declares:

"The mere fact that so many organizations with such widely differing objects have found it necessary or expedient to divert a part of their limited time, funds, and efforts to such work emphasizes the need of some organized effort in this direction.

"Moreover, the settlement worker is usually just about as limited in her opportunities for finding an opening for a girl as the girl herself. The result is that a girl who happens to apply to a social worker acquainted with a foreman in a brush factory thus becomes a brush maker.

"The fact that work places are frequently not inspected or known is a matter for comment. What is a woman likely to know about the wages or workroom conditions of a dressmaker whom she patronizes? The fact that an employer's name is well known does not, unfortunately, indicate anything about conditions in his office, store or factory, or the wages he pays."

—o—

Stockton, Cal.,

Prevocational School

(By G. H. Jensen, Director Manual and Industrial Arts.)

We are starting with two classes, one in printing and the other in carpentry. The boys are 13 years of age, or over, and have all completed the fifth grade; some of them are seventh and eighth grade boys. We limited the maximum to 16 boys for the course, inasmuch as we considered it impossible to do the proper amount of work with larger classes. Hours are from 9 to 12, and from 1 to 4. Five half days are devoted weekly to the shop activities, and the other five to academic work.

The applications which these boys filled out were signed by their parents as well, and signified that they had decided that the boy would not attend high school. He is not barred from high school by the fact that he attends this school. On the contrary, we are encouraging him to look forward to high school, and will prepare him for high school entrance. Already two have informed us that they expect to attend high school instead of going to work at the end of the eighth grade, as they had previously decided. Some of these boys are 16 years of age and would not have returned to school except for this Pre-Vocational Course.

We have been obliged to turn away many applicants.

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Mr. John M. Brewer, 37 Concord Avenue, Cambridge, Mass., is working on a doctor's thesis in the field of vocational guidance, under the direction of Prof. Hanus, of Harvard.

More About Mankato, Minn.

Reference was made in the September-October issue to the work of the Committee on Vocational Guidance of Mankato, Minn. The program included:

1. A survey of the causes for children leaving school after having reached the age of 16 or finished the eighth grade and before entering the high school.

2. The causes for pupils in the high school leaving school before finishing their course.

3. A survey of the vocational career of those who have left the schools before finishing and after graduation from high school.

4. A survey of the vocational opportunities in Mankato.

5. A careful consideration of the facts secured and a report with recommendations to the board of education

Especially interesting are the reasons assigned for leaving school:

"A large percentage in both groups left school because of some dissatisfaction with the school. This is especially true in the case of those who left in the eighth grade or at the end of that year. In the group below the eighth grade, approximately 36% of those who left dropped out of school because they would rather work or earn money for themselves or did not like school. The remaining 64% left school apparently for legitimate reasons. In the eighth grade the percentage of those who were dissatisfied increased to approximately 73%. In the eighth 31% left for the reason that they did not like school and below the eighth 12% gave this as their reason."

The United States Bureau of Education has begun an investigation concerning the graduates of typical high schools in different parts of the United States to find out for purposes of vocational guidance what occupations boys have followed since leaving school. The inquiry will be conducted by Charles L. Jacobs, of San Jose, Cal., under the general direction of W. T. Bawden, specialist in industrial education for the Bureau of Education.

Printing as a Vocation

The "Society for the Promotion of Vocational Education and Occupational Guidance," organized for the region about San Francisco Bay, held its first public meeting September 27. This meeting was devoted to a discussion of printing, and the speakers were Mr. Roantree, the representative of the California Employers' Association, and Mr. Mullen, editor of a local labor publication. Successive meetings will be devoted to the different vocations, office occupations and electrical vocations coming next on the program. Supt. A. C. Barker of Oakland is president of the organization and Mrs. Cheney, secretary.

In Supt. Wirt's plan at Gary "Vocational guidance is the first consideration, and vocational training only secondary."

Recent Articles

Brooks, Stratton D.—Vocational Guidance. Oklahoma home and school herald, 23: 391-92, November 1915.

Davis, Jesse B.—Vocational guidance in the rural school. School education, 35: 4, 38, October 1915.

Jacobs, Charles L.—An experiment in high school vocational guidance. Manual training and vocational education, 17: 81-85, October 1915.

Odencrantz, Louise C.—Placement work for women and girls in New York City. Report of the Committee on placement of the Vocational Guidance Association of New York. Manual Training and Vocational Education, 17: 169-179, November 1915.

Vocational guidance.—Unpopular review, 4: 343-57, October-December 1915. Ridicules certain psychological tests for vocational guidance and emphasizes the dangers of early specialization.

Vocational Guidance Bulletin

Published monthly (except August and September) by the National Vocational Guidance Association. Office of publication, 109 Church Street, Nutley, N. J. Editorial communications should be addressed to W. Carson Ryan, Jr., Secretary N. V. G. A., Bureau of Education, Washington, D.C. Application for second class mail privilege pending.

Vol. I :

DECEMBER, 1915

No. 7

In the untimely death of James S. Hiatt the vocational guidance movement has lost one of its strongest men—the kind of man it can least afford to lose.

Sanity and humanity, qualities that are so rare, especially in combination, distinguished Mr. Hiatt's work; and they are qualities needed just now in vocational guidance.

The most dangerous thing at present about vocational guidance is its commercial value. A crop of vocational counsellors is springing up whose stationery reveals—to all but the intended victims—the selfish motive and dubious mental make-up that lie behind the assumption of vocational omniscience. Probably only a few are real frauds; a number are of the obvious, ignorant type who fool nobody; but some are zealous enough to be a peril. Much sound vocational help can be given by any well-informed teacher or principal with sufficient interest and intelligence to make a study of occupations, but the enthusiast who has absorbed a few quack ideas about character reading and seeks to inflict them upon the community is sure to bring vocational guidance into disrepute.

E. W. Weaver as Treasurer of the N. V. G. A.

Mr. E. W. Weaver, of Brooklyn, author of several standard books on vocational guidance, and a pioneer worker in the field, has been selected by the Executive Council as Treasurer of the National Vocational Guidance Association, to fill the unexpired term of the late James S. Hiatt.

Meeting at Detroit

Arrangements have been completed for a meeting of the National Vocational Guidance Association in connection with the meeting of the Department of Superintendence at Detroit, Mich., the last week of February.

Dr. Bawden on

Vocational Guidance

"Probably no phase of the movement for vocational education exhibits clearer evidence of the rapid evolution in thought and practice that is taking place than vocational guidance," says Dr. W. T. Bawden, specialist in industrial education of the United States Bureau of Education, in his annual review of progress for the year 1915.

"Only a few short months ago vocational guidance was conceived of chiefly as a matter of giving to boys and girls advice in the choosing of a life work and assisting in the securing of positions. In view of the ambitious attempts made in a few quarters along these lines, and especially the claims of a few concerns that have investigated the commercial possibilities of vocational guidance, extravagant expectations have been raised in the popular mind that have not been realized.

"This conception is rapidly passing, however, and among the leaders of the vocational guidance movement the chief function of their work is now regarded as the study of vocational conditions and opportunities, and the making of the resulting information available to boys and girls.

"The most important service that can be rendered the individual youth, under the name of vocational guidance, is to set him to thinking, at the proper time, about the problems of choosing a life work as a problem to be seriously faced and prepared for—to make him fully conscious of its existence as a problem to be solved, and aware of the sources of data having any bearing on its solution."

Vocational Guidance in its application to college and university students has been receiving special attention, according to Dr. Bawden. He points out that sooner or later a closer correlation

will have to be worked out between the college course and the life of the community for which students are educated. There was a time not long since when this problem of correlation seemed to center in the enlargement of the curriculum. It is now apparent, however, that the mere multiplication of courses does not necessarily result in giving the students the kind of equipment they need.

"Probably the most serious obstacle to progress in vocational guidance is the aloofness of the school-teacher, under ordinary conditions, from much of the world's work, and the practical difficulties in the way of his knowing very much about certain vastly important phases of it through actual participation, or even through close contact.

"Important events during the past year include the offering of a college course for vocational counsellors by Boston University in cooperation with the Vocation Bureau, Boston, Mass., and the announcement by the Tuck School of Finance and Business Administration, at Dartmouth, of a new course for employment managers, to consider the problems arising in connection with the examination, employment, and training of a staff of employees."

Teachers of Nebraska Interested in Vocational Guidance

Prof. Frank M. Leavitt of the University of Chicago addressed the teachers of Nebraska at one of the general sessions of the State Teachers' Association in November, on the subject "Educational Guidance as a School Function." To further extend information on this new subject, Miss Edith Tobitt, Omaha City Librarian, made possible the distribution to the teachers assembled of a selected biography on vocational guidance.

Mr. Leavitt talked again on the subject of vocational guidance at a luncheon given in his honor by the Vocational Guidance Section of the Association of Collegiate Alumnae. On this occasion, there were also gathered to hear him the leading social service workers of the city. There was much enthusiasm.

This year the A. C. A. is hoping to establish a placement bureau in Omaha—a bureau to serve not only trained woman, but also all others who leave the schools.

Vocational Conferences at the State College of Washington Pullman, Washington

By Rhoda M. White, Dean of Women

At the State College of Washington, there is held annually a Vocational Conference on Occupations Other than Teaching for College Women. Each young woman has the advantage of vocational guidance through four of these conferences during her college course, one of which is general in its scope, and three of which are limited each to a specific field of related occupations.

At one general, or miscellaneous, conference the claims of widely varying callings were presented, including interior decoration, artistic photography, market inspection, business secretaryship, journalism, children's librarianship, and seed analysis.

One specific conference took for its field the broader implications of home economics, and experts led conference hours in tea-room management, food inspection, directorship of playgrounds, Y. W. C. A. secretaryship, directorship of physical education of women and children, and the law.

Another conference covered specifi-

cally Occupations for the College Woman in the Country. The opportunities discussed were in general farming, poultry farming, pageantry leadership, boys and girls club work as fostered nationally and by the several states under the terms of the Smith-Lever act, and county nursing.

The 1916 Conference will be held April 14 and 15. At this conference the call of opportunity in Social Service in Public Institutions is to be heard. It is expected to have women officials, superintendents, matrons, dieticians, and others from the state penal and charitable institutions of the four states of the Pacific Northwest, Montana, Idaho, Oregon, and Washington, to outline the requirements of their offices. It is thought to be particularly appropriate that the attention of students in a state college should be brought to direct means of repaying the State for the privilege of their education in service to other institutions supported by the State, when desire, equipment, talent, and personality may indicate fitness for such service.

The conferences are in the department of the Dean of Women. She visits institutions where women are known to be doing exceptional work, and enlists their interest in the guidance of college women into paths of socially productive usefulness.

The Conference on the campus is in the hands of student committees delegated to their duties by the Women's League, the all-women student organization.

Professor Bobbit's survey of the San Antonio Public School System gives 11 pages to a careful analysis of the vocational distribution of men and women employed in gainful occupations in San Antonio, together with a discussion of the "Factors of Vocational Efficiency."

Stop off at Gary

At the request of the U. S. Bureau of Education, Mr. William Wirt, superintendent of public schools, Gary, Ind., has designated two periods for the benefit of those who may wish to visit the Gary schools en route to or from the convention of the National Society for the Promotion of Industrial Education, to be held in Minneapolis, January 20, 21, and 22, 1916. Mr. Wirt authorizes the announcement that:

"The public schools of Gary will be pleased to receive visitors *January 18 and 19* and *January 24, to 29, 1916*, to accommodate persons attending the meeting in Minneapolis."

Gary is about 37 miles east of Chicago and may be reached via Baltimore & Ohio or Pennsylvania Railroad. There is also hourly connection by electric from Chicago. The office of Superintendent Wirt is in the Emerson School, which is located at Seventh Avenue and Georgia Street.

Vocational Guidance

Bibliography

"Recent Books, Magazine Articles, Reports and Bulletins" is the sub-title of a useful bibliography on vocational guidance just issued by the University of Chicago. Some of the titles other than those given in recent issues of the bulletin are as follows:

- Blackford, Katherine M. H.*—The job, the man, the boss. Doubleday, Page & Co. 1914.
- Butler, E. B.*—Women and the trades. Pittsburgh Survey. Charities Publication Committee. 1909.
- Cabot, Richard C.*—What men live by. Houghton Mifflin Co. 1914.
- Carlton, Frank Tracy.*—The industrial situation. Revell & Co. 1915.
- Cassilly, F. B.*—What shall I be? American Press. 1914.
- Devine, Henry C.*—Choosing a boy's

career; a practical guide for parents, guardians, schoolmasters. Glaisher, London. 1914.

Durell, Fletcher—Fundamental sources of efficiency. J. B. Lippincott Co. 1914.

Eaton, Jeanette and Stevens, Bertha M.—Commercial work and training for girls. Macmillan Co. 1915.

Freeman, Arnold.—Boy life and labor; the manufacture of efficiency. B. S. King & Son, London. 1914.

Taylor, Joseph S.—A handbook of vocational education. Macmillan Co. 1914.

Wheatley, William Alonzo—Occupations. Ginn & Co. (In press.)

Williams, Geo. H.—Careers for our sons. A. & C. Black, London. 1915.

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Dr. Charles W. Dabney, president of the University of Cincinnati, closed the sixth annual education conference of teachers and officers of colleges, normal schools and secondary schools of the upper Ohio Valley at the University of Pittsburgh on Saturday, November 27, with an address on "Vocational Advice." The general theme of the conference, which was in session two days, was vocational guidance. The meeting opened Friday afternoon with a lecture by Jesse B. Davis, president of the National Vocational Guidance Association. Raymond F. Criss, deputy commissioner of the United States Bureau of Naturalization, spoke on the work that the national government is fostering for the training of foreigners for American citizenship. There were ten sectional meetings on Saturday morning which considered biology, administration, classics, commercial branches, English, history, industrial arts, mathematics, modern languages, physical science, mental tests, and vocational guidance.—*School and Society*, December 11, 1915.

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Vol. II

JANUARY, 1916

No. 1

Prof. Leavitt on "The School Phases of Vocational Guidance"

In "The School Phases of Vocational Guidance," (School Review, December), Prof. Leavitt has raised a number of interesting questions on which there should be considerable debate. The article is a particularly thoughtful one, but about which men will be bound to take sides.

Beginning with a carefully worded recognition of the need for "such guidance as will enable youthful workers to adjust themselves to the complex and rapidly changing conditions of our times," he argues, on the analogy of medical inspection, that "the public school may be considered as only partially responsible for the necessary vocational guidance, the contributing agencies being the free public employment office or the private vocation bureau."

Vocational guidance, as a school function, Prof. Leavitt believes, may be classified roughly to correspond to three major groups of pupils:

First, there is the group which leaves school at the termination of the compulsory age limit with about an eighth-grade training, perhaps a little more or a little less. While individual differences in the capacities, ambitions, and opportunities of the members of this group will result in widely differing success in later life, in the main the early occupational needs of the several members of the group are identical and the same method of exercising

vocational guidance is proper for all. This method may be designated as "Employment Supervision." It may be said in passing that this method requires, for its highest efficiency, a system of compulsory continuation schools.

Second, there is the group of pupils who will spend from two to four years in the high school (senior), but who are not contemplating a college career. Again, while individual differences will ultimately distribute the members of this group widely, their need for vocational guidance which the school can meet most effectually is the immediate one, and the method which is the most appropriate for meeting it may be termed "Vocational Information and Placement." In passing, it may be said that the value of such vocational information and placement will be enhanced many fold by high-school courses of instruction with a vocational content, though some guidance may be given without intensive vocational courses.

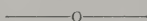
Third, there is the group which is clearly on its way to higher educational institutions. The primary duty of the secondary school to this group, so far as vocational guidance is concerned, may be designated by the term "Educational Guidance."

Several pages are given to a description of placement work by schools, as illustrated by Lincoln, Nebr., and Rochester, N. Y. Prof. Leavitt's concluding paragraph is as follows:

The most convincing arguments in favor of vocational guidance are the numerous, if not extensive, plans which have been put into operation experimentally during the past five years. These have generally been worked out

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by progressive conservatives in education who have seen the great need and have tried to meet it. These educators have proceeded on the assumption that vocational guidance is not a new function of education but rather an old function which needs liberal extension, and they affirm, with practical unanimity, that nothing has come into the school system within a generation which has contributed to its educational efficiency in such large measure as has the organization of a system of vocational guidance.



Cities with Vocational Guidance in Public High Schools

(The following list, necessarily both inaccurate and incomplete, is submitted as a basis for further lists. Readers will confer a favor by notifying us of names of high schools which should be added or eliminated. In the case of the larger cities later lists will indicate which high schools make some attempt at vocational guidance.)

ALABAMA

Marbury.

ARIZONA

Winslow.

CALIFORNIA

Alameda, San Bernardino, Sacramento, San Pedro, Riverside, Porterville, Gridley, Ferndale, Colusa, San Jose, Gardena.

COLORADO

Logan County.

CONNECTICUT

New Britain, Norwalk, Hartford, Middletown.

DISTRICT OF COLUMBIA

Washington.

IDAHO

Rigby.

ILLINOIS

Beardstown, Canton, Chicago, Columbia, Joliet, Peoria, Streator, Taylorville, Bloomington, Waukegan.

INDIANA

Bloomington, Mishawaka, Rensselaer, Shelbyville, Noblesville.

IOWA

Des Moines, Fort Madison, Cedar Rapids, Moravia, McCalsburg, Livermore, Council Bluffs, Remsen, Fort Dodge, Sioux City.

KANSAS

Pratt, Osborne, Rossville, Burr Oak, Seneca, Hartford.

LOUISIANA

New Orleans.

MAINE

Island Falls.

MASSACHUSETTS

Framingham, Marlboro, Watertown, East Bridgewater, Chelsea, Boston, Milton, Franklin, Spencer, Amesbury, Norwood, Shelburne Falls, Sharon, Cambridge.

MICHIGAN

Grand Rapids, Menominee, Wayne, Three Rivers, Osseo, Grand Haven, Caro, Elk Rapids, Oxford, Eaton Rapids, Muskegon, Constantine, Reading.

MINNESOTA

Graceville, Buffalo, Glencoe, Mankato, Minneapolis.

MISSOURI

Easton, Thayer, Clarksville, St. Louis.

MONTANA

Butte.

NEBRASKA

Lincoln.

NEW JERSEY

Passaic, Town of Union, Paterson, Montclair, Newark.

NEW YORK

Red Creek, Whitney Point, Union, Endicott, Syracuse, Dansville, New York, Blasdel, Far Rockaway, Jamaica, West Winfield, Pike, Richmond Hill, Perry, Waterville, Solvay, Rochester, Owego, Schenectady.

NORTH DAKOTA

Minot.

OHIO

Cincinnati, Medina, Painesville, Cleveland, Utica.

OREGON

North Bend, Estacada, Gold Hill, Roseburg, Portland.

PENNSYLVANIA

Beaver Falls, Mt. Pleasant Township, Pottstown, Philadelphia, Reading.

RHODE ISLAND

Providence.

UTAH

American Fork, Salt Lake City, Box Elder County, Richfield.

VIRGINIA

Harrisonburg.

WASHINGTON

Blaine, Orting, Seattle, Startup, Valleyford.

WISCONSIN

Boyd, DeForest, Mattoon, Norwalk.

Directing the Vocational Aim Through Biography

By *Mary N. Eaton*

Director of Vocational Guidance, South High School, Grand Rapids, Mich.

(Summary of a paper presented at the Oakland meeting of the National Vocational Guidance Association.)

Of all of the methods of applying the vocational aim in the high school, those used in the presentation of biography, in the English work of the freshman year, have been to me the most interesting. The adolescent boy or girl craves a knowledge of the deeds of other people. He admires the boldness of one character or the adventuresomeness of another, and while he may not go home to act out that deed so dramatically as he has been accustomed to do in his earlier years, he will assuredly strive to place himself in their positions and dream dreams of a similar future for himself. For this reason, hero-worship enters quite largely into vocational and moral guidance. The man or woman who has achieved something of real value in the right way can not help being an inspiration to young people. As all temperaments are not touched alike, it may be that a child will read many lives of the great or near-great without being moved to follow the kindred path; but at last one biography, perhaps more sympathetically handled than the others or more comprehensively written, is told or read and the child is inspired to know more. This life may be the golden key to mining, architecture, or some other occupation whose characteristics find fertile soil in the mind of this particular child. It may take a dozen biographical sketches before he finds the one that is closest and most sympathetic with his own life and disposition.

The great difficulty at present seems to be the lack of material for young people from which to learn of the suc-

cesses of the captains of the world. Most of the books are too long and profuse and good magazine articles are too widely scattered. I do not mean to decry all the excellent biographical work we now have; I mean simply that it is not adapted for the young, that it is written for the adult mind. In many instances too, the very parts we should like to have emphasized—the characteristics that point to success—are so obscured by by-paths that the average child mind misses the point. Nothing is so difficult as to inspire pupils to read biography. Experience has told me that two things are necessary to induce young people to enjoy this type of writing: Brevity and illustrations. I have come to the conclusion that a small book profusely or even partially illustrated would meet the ideal.

There are several ways to put the lives of people before pupils, but the best is by means of a literary program arranged by themselves. Strictly speaking it is oral composition, minus formality. A program founded on a special topic, closely allied with the biography, usually is interesting and profitable. Thus the foundation of each meeting comes to be the ethical truth most marked in the life of the man or woman whose biography we desire to present. The two things we aim to do are to present a vocation and to show how the person became a success in it.

In my classes, the conduct of the meetings was an outgrowth of the work done in English I. We resolved ourselves one day a week into a club and discussed these matters quite informally. The name given to these meetings was "Experience Meetings."

I select the first chairman, taking care to appoint a pupil who has shown ability to preside and seems to have the greatest amount of judgment in

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the selection of speakers. After the first program the chairman for the next meeting is chosen by the presiding officer. If the first chairman is a boy, the next must be a girl, and the next a boy, and so on alternately. I usually explain to the class before we begin that the chairman must be carefully selected, as upon his or her shoulders rests the success of the program. I hold him responsible to me; I do not come in touch with the speakers at all and know very little about the program until the day it occurs. Each pupil is made to understand that his part is a necessity to the program; that he can not fail to perform his work without placing the chairman, who has selected him, in a very embarrassing position.

Two years ago I began to notice a peculiar attitude among the pupils; namely, that no successful person lived to-day in Grand Rapids. They seemed to think that successful men and women were curiosities, either dead like the curiosities placed in museums or else living in New York or Chicago where opportunities were commoner. The pupils appeared to feel that all the great things of life had been accomplished; there was nothing left for them to do. We had in the grades touched upon the different vocations found in Grand Rapids, why could we not touch the lives of her successful citizens? I made a list of 25 common occupations found here, and opposite each placed the name of a man or woman that seemed successful in it. Where a man and a woman were equally successful in the same vocation, I retained both names. It would not have been wise to eliminate the original list of suc-

cessful people long since gone or now living in distant cities, for these more truly hold higher places—are real heroes—in the pupils' minds. That old proverb "A prophet is not without honor save in his own country" held very true. It was my purpose, if possible, to eradicate some of that and render "honor unto those (in Grand Rapids) where honor was due."

The original biographical list for this grade contained such names as: Benjamin Franklin, printer; Horace Greeley, newspaper worker; Clara Barton, nurse; Jane Adams, social service worker. A great variety of vocations was represented. I took this list and after each wrote a name from the list I had previously made of those whom I thought successful in Grand Rapids.

One very bashful girl who interviewed a woman designer had such a pleasant time at her interview that she stayed two hours. The designer took pains to show the girl many of her early efforts, and explained in detail the care needed to be a success in such a vocation. That girl came away, if not won to follow that occupation, at least to have great respect for it. When she delivered her report, she put into it the same enthusiasm that the designer had had. Again, the boy who interviewed a forester came away beaming, and presented this biography with so many personal touches that each member of the class felt that this man was his or her particular friend. As the semester passed it was not unusual for a pupil to come in to tell that he had again met or seen one or another of these people. The class seemed to take real pride in knowing that there were such successful people in Grand Rapids, their home town.

Vocational Guidance Bulletin

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VOL II

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No. 6

Vocational Guidance in Southern California

The Junior Republic Magazine for June (Chino, Cal.) prints several of the papers presented at a meeting of the Southern section of the California Vocational Guidance Association, May 20.

In the first of these papers Miss Jane L. Fox, chairman of the vocational guidance committee of the Long Beach High School, discusses "The Meaning and Purpose of Vocational Guidance." She points out that in the Long Beach High School two days a week for 19 weeks in the Junior year are devoted exclusively to the investigation of vocations.

Under the title "The Industrial Survey," Robert J. Teall has a number of practical statements about surveys of various kinds. He emphasizes the need for utilizing information already available, declaring: "It would be a waste of time to duplicate work done by other cities. The problem of Southern California is one of using the mass of material that has been accumulated in other States, certainly not to start all over again and make a new survey from the beginning. We need effective utilization." And Mr. Teall adds:

"Vocational information, in order to be effectively presented, must be vivified just exactly the same as history, civics, etc. No mass of printed material is particularly valuable to boys and girls unless there is a living interpreter at hand. My conviction is this, that until we get our industrial survey made for the purpose of Vocational Guidance, until we have brought together the best material and put it in the hands of the pupils and have teachers that can apply that sort of material, we can not hope for effective guidance. We have got to dignify the subject by putting it in the hands of the teachers and making it part of the curriculum."

Supt. G. Vernon Bennett, of Pomona, credited with being the first school superintendent in California to establish a system of vocational guidance and employ a salaried vocational adviser, discusses "The Place of Vocational Guidance in the School System." Reviewing the various agencies that have tried in the past to guide youth in the choice of a vocation—the fortune-teller, the phrenologist, the commercial employment agency, the vocation bureau in connection with the Chamber of Commerce, and the municipal bureau of vocational guidance—he concludes that the school is the proper place for the vocational bureau and its work. Answering his own question as to how vocational guidance should be conducted in a school system, Mr. Bennett declares:

"In a small high school of one hundred and fifty pupils or fewer the Principal should attend to the duties of Vocational Guidance. That, in fact, should be a very large part of his duties. In schools of fifteen high school teachers and three hundred pupils or more, some teacher should be designated as Vocational Adviser and should devote practically all of his time to this particular work.

"As a school approaches one thousand pupils in enrollment and fifty teachers in the faculty, one person can no longer handle all of the work. There should then be two advisers, a man for the boys and a woman for the girls, who would devote practically all of their time to the work. In cities of more than one high school, a fully developed Bureau of Vocational Guidance should be established. This Bureau should be manned by a chief and several advisers, assigning two to each high school. In such a city, the Bureau could conduct its survey of the community, its institutes, and considerable extension or community work. It might have a central office in which to keep its records and where it might conduct Vocational Clinics. The public school systems will not be slow to establish Vocational Bureaus as quickly as they may be shown to be of financial as well as educational profit."

"Vocational Guidance Applied" is the title of the paper presented by L. W. Bartlett, vocational adviser of the Pomona schools. Mr. Bartlett groups the different phases of vocational guidance under *information, student-analysis, advice, leakage, and placement*. After reviewing these topics Mr. Bartlett describes interestingly the Pomona plan as it works out in practice.

The same issue of the Junior Republic Magazine contains an article by Mrs. Grace C. Stanley, superintendent of schools for San Bernardino county, California, in which a plan for selection beginning with the fifth grade is outlined.

G. C. Waterhouse is managing director of the Junior Republic Magazine, which offers itself as a "clearing house of vocational guidance." Hugh L. Clary is editor, and L. W. Bartlett associate editor. Single copies of the magazine may be obtained for 10 cents. The address is California George Junior Republic, Chino, Cal.

Occupations for Women

During the week of June 19th to 24th the Chicago Collegiate Bureau of Occupations, through Miss Helen M. Bennett, gave a course of ten lectures on occupations for women. The scope of the lectures is indicated by the following outline:

1. *The Problem of the Vocational Adviser*. Development of vocational problem in school system—Significance of handwork in the kindergarten, and vanishing classics in the colleges—The need of the vocational adviser—Her status in colleges and in universities—Wide extent of her knowledge—Demands upon her—How she meets the problem—The value of vocational conferences.

2. *College Training and Working Efficiency*. What the world expects of the college girl—What it gets from her—Relation between academic training, cultural so-called, and workaday efficiency—Should cultural training make directly for efficiency—Can training which makes directly for efficiency be called cultural—Where does the college girl fail?

3. *Social Field and Its Attraction for College Women*. Extent of field—Reason for its appeal to women—Necessity for discouraging many girls who wish to enter this work—No place for emotional outlet—Opportunities for advancement and for service—Possibilities for carrying social attitude into other fields of work.

4. *Women as Secretaries*. Increasing popularity of this profession—Why—

The financial, educational, business, philanthropic, literary, social, and executive secretary—Necessary equipment native and acquired—Secretarial personality—What the employer wants in a secretary—Does a college trained woman make the best secretary—Desirability of field for college girls—Rewards, monetary and otherwise—Ramifications and possibilities.

5. *Modern Application of our Old Profession—Household Economics.* "What can I do besides teach"—Scientific development of this profession—Its alliance with social, scientific, educational and literary fields—Its relative importance in the education of all women—Do girls study household economics as an abstract profession or with a distinct idea of its application to their future home life.

6. *The College Girl—Her Own Employer.* Type of girl who can successfully conduct her own business—Interesting accomplishments of individual college girls—Openings in agriculture—What women have done in professions—Financial side of independent work—Chance to develop personal talents—The girl who wants to write.

7. *Psychology of Girl as Related to Her Occupation.* Must study girl rather than vocation—Present psychological tests answer to this demand—Test for vocations, test applicants for positions—Dangerous field for laymen—In what degree can vocational adviser consider psychological fitness of her girls—How can she, a layman, judge these girls—Common sense, universal and personal, aids to diagnosis—Indian sign language, modern police observations, tally—Imaginative eye, motor hand, morbid mouth, analytical brow—Walking a tight rope, making a girl understand her psychological self and keeping her from morbid introspection—Extent to which college work alone and college activities can indicate real psychology of the student—Necessary

to know type of person demanded in general by profession.

8. *Physiology of Girl as Related to Her Occupation.* Employers want health—Specific instances of such demands—How her health conditions affect choice of occupations and success—What of the girl who works her way through college—What of the girl who dances her way through college—Health regulations in women's colleges—Growing recognition that the physical is necessary part of general education—Vocational opportunities for the handicapped—Instances of physical maladjustment to vocation—Obligation of vocational adviser to investigate and to emphasize fundamental importance of health in relation to choice of occupation.

9. *Working Technique of Vocational Adviser.* Card forms and card catalogs—Type of questions for interviews—Consideration of students pre-college life, her academic pursuits, her amusements, her physical and mental characteristics, her health and her ambitions—Information which students will need—Sources of information—Practical methods of getting in touch with employers—Vocational bibliography.

10. *Economic Condition of Women as Affecting Choice of Vocation.* Mass of women workers—Reasons for lower wage of women—Relation of trade unionism and suffrage to economic conditions—How marriage affects choice of occupation and salaries of women—The girl who must commercialize her college training immediately—The girl who is soon to marry—The girl who is independent financially—Relation between the factory girl and the doctor of philosophy—The oneness of women workers—Industrial future of women.

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Professor Enoch B. Gowin, of New York University, co-author with William A. Wheatly of "Occupations," is secretary of the New York City Employment Managers' Association.

Bureau of Education Bibliography in Vocational Guidance

What is described as a "tentative, unclassified list of books and articles dealing with the vocational guidance movement in the United States" has just been issued by the Bureau of Education at Washington. W. Carson Ryan, Jr. is the compiler. The list makes 31 large pages of mimeographing and a goodly proportion of the entries have brief annotations. It is explained that the bibliography is circulated in this mimeographed form "in order that it may have the careful scrutiny of librarians, schoolmen, and vocational guidance workers before issuance as a more formal publication."

Arrangements have been made to have copies of the bibliography mailed to all members of the National Vocational Guidance Association. Members who have not received copies should notify the secretary immediately.

The New Profession of Handling Men

Every thoughtful employer knows that managing employees, selecting, assigning, directing, supervising, and developing them, is the one phase of management which is most difficult and complicated; and it is the one problem in industry which has in the past had least consecutive thought bestowed upon it. Not that employers have been unaware of the size of this task. Experiment after experiment has been tried with varying results, all aiming at the goal of welding the working force into a stable, dependable, and well-assimilated organization. And yet such organization is rare in modern industry.

It is at this point that thought can be most profitably bestowed. A new conception is needed of the functions of the employment department, and the qualifications of the employment super-

intendent. Not every concern has a special employment department, although the large establishments are giving up the system of hiring by department heads, and concentrating the selection of employees into a separate division. More and more the need is recognized of functionalizing the hiring and handling of men.

Who selects these people? On what basis are they selected? Is it all guesswork? Is it possible to standardize the work of selection? The business man who has not already asked himself questions such as these will do so before long. The whole drift of the time is in the direction of greater attention to the proper selection and supervision of the individual worker. It is no longer a by-product of other responsibilities, this matter of choosing help. It is no longer an inferior man's job.

As one studies the application cards of various concerns the reason for misfits becomes clear. So little analysis of the work required has been undertaken that we have practically no specifications, no blueprints of job-requirements in order to enable an applicant to measure himself against the actual demands. Hit-or-miss is the prevailing method. Here we have one explanation for the labor turnover. The hiring office properly managed knows that a well-devised application blank is one of its first tasks.

Some time ago the application blanks of fifty leading corporations were collected. If one cut off the firm names, there would be difficulty in locating from the material the nature of the business it pertained to. The blanks showed little understanding of the specific requirements of the various occupations. There was little differentiation in the questions asked. Employees cannot be properly selected on such a basis. Each establishment must work out its own needs and demands and record them in a hiring blank. No conventional forms will do, unless selection be wholly given up.

In brief, to one who observes the current practice of hiring and discharging employees, the conclusion comes home with peculiar force that in no other phase of management is there so much unintelligence, recklessness of cost and lack of imagination. On the other hand, in the right organization of the employment scheme there would seem to be endless possibilities of genuine service, a service not possible even in the most benevolent of welfare projects.

The situation on the whole suggests the need of organizing a new profession in the organization of industry—the profession of hiring and developing men. Executives will have to be trained for this work as they are trained for other important responsibilities. The employment manager, the executive within whose duty falls the direction of the personnel, must be prepared for this work as for a genuine profession. The handling of men in this century will call for unusual preparation in the way of understanding and a spirit of justice.—Meyer Bloomfield in *Annals of the American academy of political and social science*; 41: 121-26.

How They Do It in Minneapolis

The Minneapolis department of Attendance and Vocational Guidance, of which D. H. Holbrook is director, thus describes its present activities:

General Policy. "Vocational guidance" is regarded not as a distinctly new agency, but rather as an old institution under a new name. It is believed to signify the need for reproducing somewhat artificially an influence that came about naturally under the simple industrial conditions of a half century ago through the co-operation of the home, the school, and industry. It therefore suggests to the schools for first consideration certain simple but fundamental questions.

Who are the children? The first need

appeared to be a satisfactory answer to the question, "Who are the children of Minneapolis between the ages of five and eighteen?" The attempt to answer this has been the establishment of a permanent school census which consists of a file of family census cards at the attendance office, containing the names, addresses, school enrollment, employment certification, and other significant data of these 60,000 children. This registration is amended from month to month on information sent in by the schools, each elementary principal being responsible for the census in his district. Various special studies, statistical reports, and bulletins have been prepared and given publicity among appropriate groups of teachers, employers, social workers, the general public, etc.

Are they in school? Another need that presents itself is a satisfactory answer to the question, "To what extent are our boys and girls receiving adequate preparation for life and living?" This department's contribution to the answer to that question consists for the present in the enforcement of the compulsory education law which is brought about through four attendance officers serving in the role of social workers, in co-operation with the department of hygiene and its twenty-six nurses; and further through suggestions regarding curricula, types of schools, equipment, and teaching personnel, offered in the light of information secured through the department's intimate contact with the vocational opportunities and demands of the community, and industrial conditions generally.

After School, What? "What are the opportunities for earning a living open to our boys and girls? What are the opportunities for further education and training?"

Continuous survey activity as a part of the routine of vocational guidance work is now in operation. Three employees of the department gave a con-

siderable portion of their time during 1915 to work on the general Minneapolis Survey. Since February 1, 1916 this department has engaged directly in this work. The immediate problem claiming attention has been the demands of commercial offices. Commercial courses in high schools are now being revised and the department is contributing current information secured by its investigation. It is planned to extend this activity as rapidly as vocational assistants are established in the schools of the city.

A Safe Entrance Into Industry. "To what extent are our boys and girls going from schools into positions, suited to their abilities and conducive to their welfare?" The Minnesota law prohibiting children from entrance into industry until sixteen years of age, unless they have completed the eighth grade, (in which case they must be certified to specific employers) gives the department considerable power for the supervision of employment. One of the duties of attendance officers is to follow up such children and make readjustments. Plans for extending work along this line to include all children leaving the schools, whether at graduation or before, are outlined in a separate bulletin.

Summary. In a word, the function of this department is to supply the raw material and market the product of the public school. Disagreeable as this figure of speech may be if given a literal commercial interpretation, it still serves to bring out into bold relief, the peculiar work attempted. The department stands at the door of the school and faces both ways. Through its attendance supervision, it seeks to guarantee to the community that all for whom educational opportunity has been provided are benefitting thereby. Through its vocational investigation and placement, it aims to carry the educational supervision of boys and girls over into their business experience as far as practicable, and hopes

to be able to contribute to the public welfare by a sane but truthful reporting of conditions which young people are meeting at this critical point of their lives. It expects to bring back to the schools from this active contact with the work-a-day world the story of vocational and educational opportunity and should grow thereby in power and leadership in the giving of wise counsel and advice to anxious parents and wondering youth.

In Newark, N. J.

East Side High School, Newark, N. J., is determined to achieve something definitely valuable in vocational guidance. In a letter to his fellow teachers Mr. F. E. H. Jaeger, of the Newark school, declares:

"For more than a year we have been working on a plan of Vocational Guidance for the pupils of East Side. One person alone cannot do this work, and unless all the pupils can be reached, the work surely can not be successful.

"I do not know of a thing more important than to be of help to a boy or girl who is trying to find his or her right place in the world. You can be of much help in this matter if you will give it some thought and a little time in your classes.

"The aim is not to tell a pupil what he is best fitted for, nor to discourage or even encourage him in any direction in which he may be going. The purpose is to GET HIM TO THINK ABOUT HIS RIGHT PLACE, AND TO KEEP AT HIM DURING HIS ATTENDANCE AT EAST SIDE SO THAT HE *WILL* THINK ABOUT HIS RIGHT PLACE IN THE WORLD.

"To do this, it is necessary that every teacher at some time during each semester take some time to bring before the pupils something which will tend to make him think.

"The English teacher should have some composition written which will

have a direct bearing upon some vocation; he should also give for required reading some book which deals with vocations, or a good biography, such as, 'Life of Franklin, Lincoln, etc.'

"The College Preparatory teachers should take some time to discuss college entrance requirements; also some of the more important professions such as Law, Medicine, the Ministry, etc.

"The Commercial teachers should discuss with their classes, office positions, business requirements, finance, manufacturing, etc.

"The Manual Training teachers should discuss shop requirements, machinery, opportunities in the trades, etc.

"The Art teachers should discuss the life and opportunities of the artist, both commercial and professional.

"If each teacher will do this conscientiously each semester, I cannot see how the plan can fail. If at any time a pupil shows a vocational desire, and wishes to talk over the matter I shall be glad to see him. In this way we have done our duty to the pupil, and no pupil can have any excuse for not finding himself during his attendance at East Side.

"Some pupils may show this vocational desire the first semester, some the second, and some may not show it until the last year. I tested this plan with forty pupils last semester. Just one boy found himself to the extent that he asked for an interview to discuss the profession of Certified Public Accountant. He thought he should like this profession. Several others were interested enough to meet me during my free period for a general talk along the line of 'thinking about your life work.' A half dozen of the girls were interested enough to ask to read Weaver's book, "Vocation for Girls."

"If this is the result for one semester with forty pupils, and with only one teacher bringing the subject to their attention, what will be the result

when every teacher is bringing it before them, and doing it for eight semesters?

"For the sake of the boys and girls in East Side High School, I ask your hearty co-operation in doing this important work. I am sure it will improve your discipline and academic results, and that it will bring pleasure to you in your work."

Mr. Jaeger's plan is given herewith in outline form for the benefit of high school men in other cities who are working on the vocational guidance problem:

VOCATIONAL GUIDANCE for HIGH SCHOOLS

Director—

1. Teachers of Groups

a. English Teachers

1. Required reading

1. Life of Franklin.
2. Life of Lincoln
3. Robinson Crusoe.
4. Vocations for boys and girls.
- 5.
- 6.
- 7.
- 8.

1. Jobs I have had.
- 2.
3. What I would like to be.
- 4.
- 5.

2. Compositions

6. What I should do to become successful.
- 7.
8. Why certain men have become successful.

b. Academic Teachers.

Talks to pupils on professions, and on college entrance requirements.

c. Commercial Teachers.

Talks to pupils on commercial opportunities and requirements.

d. Manual Teachers.

Talks to pupils on opportunities in the industries, and their requirements.

2. Lectures

a. Business Men.

General talks

b. Professional Men.

Specific lines

3. Consultation.

a. Teacher, with business and professional men.

b. Director, with pupil when pupil shows a vocational desire.

c. Questionnaire.

4. Placement.

In this plastic period of rapid growth, this age of brain and heart, society should guarantee to every child a thorough all-round development of body, mind and character, and a careful planning of an adequate preparation for some occupation, for which, in the light of scientific testing and experiment, the youth seems best adapted or as well adapted as to any other calling which is reasonably available. If this vital period is allowed to pass without the broad development and special training that belong to it, no amount of education in after years can ever redeem the loss. Not till society wakes up to its responsibilities and its privileges in this relation shall we be able to harvest more than a fraction of our human resources, or develop and utilize

the genius and ability that are latent in each new generation. When that time does come, education will become the leading industry, and a vocation bureau in effect will be a part of the public-school system in every community—a bureau provided with every facility that science can devise for the testing of the senses and capacities, and the whole physical, intellectual and emotional make-up of the child, and with experts trained as carefully for the work as men are trained today for medicine or the law.—Frank Parsons, 1908.

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The University of Chicago has established a correspondence course in vocational guidance. The work will be under the direction of Professor Frank M. Leavitt.

Application for Membership

The National Vocational Guidance Association welcomes to its membership teachers, school officers, librarians, social workers, employment managers and all others interested in the problems of vocational guidance. The fee for active membership is \$1 per year. Tear of the enrollment slip below and mail it to the secretary.

W. Carson Ryan, Jr.,
Secretary, N. V. G. A.,
Bureau of Education,
Washington, D. C.

Dear Sir:—

I enclose ONE DOLLAR, for which enroll me as a member of the National Vocational Guidance Association. Send me the Proceedings and any numbers of the Bulletin that may be available.

(Signed) _____

(Address) _____

(Make checks payable to D. H. Holbrook, Treasurer)